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ABSTRACT

The curriculum guide presents the activities component of the Human Development Program for preschool and kindergarten students. The Human Development Program (HDP) is an affective curricular approach developed by psychologists. Major objectives of this program are to help children assume responsibility and build self-confidence. After a brief overview of the HDP, the Magic Circle is described. This is an activity in which students and teachers sit in a circle for 20 minutes each day and discuss a topic related to feelings. The guide presents topics and directions for 180 Magic Circle sessions. In each session, the intent is that the children will show acceptance, listen to each other, and focus on each other's feelings. Each activity relates to one of the following areas of personal development: awareness, self-confidence (also called mastery), or social interaction. First and second semester schedules comprise six weeks of awareness activities (positive feelings, thoughts, and behavior); six weeks of mastery activities (personal hygiene, motor coordination, color perception); and six weeks of social interaction activities (cooperation, social skills, sharing). Examples of topics are I can say your name, I can serve you, I can say my numbers, and I can tell what someone did that I did not like. The guide also presents information to the teacher on preparing the Magic Circle sessions, explaining the topic for discussion, leading the daily session, and helping the children review and summarize what they learned. (Author/DB)

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HUMAN DEVELOPMENT PROGRAM

Uvaldo Palomares, Ed. D. and Geraldine Ball, M. S.

ED148697

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Pre-School and Kindergarten Activity Guide

Revised 1972

by

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and
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FOREWORD

The reader is now in possession of one part of the Human Development Program. This is the Activity Guide for Pre-School and Kindergarten, which is followed by six more levels, one for each grade level through grade six. These seven levels comprise the Activity Guides portion of the program on the elementary level. In addition, there are the Developmental Profile scales and theoretical materials.

Before proceeding to examine or use the contents of this Activity Guide, it is recommended that the teacher read the Theory Manual, which provides a strong background and gives the rationale for the activities that are used. They also explain how they have been derived from research with the children, why there are the three basic themes of awareness, mastery and social interaction, why different emphases are placed at different age levels, and how the sequential arrangement for best development was determined.

For the teacher's guidance the rationale behind the activity is given. However, only after a thorough reading of the Theory Manual, will the teacher have sufficient background and understanding of the program to realize that these activities are not just interesting ideas that were thought up. Rather, the teacher will realize that these ego-strengthening and character-building activities appear here only after the antecedents of neurosis were studied clinically and the problem areas were field tested with large numbers of children over many years to see what is meaningful and useful to them as they are able to see the issues. The reader now holds one broad link, therefore, in the long and fascinating chain of human development.

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INTRODUCTION

The Human Development Program . . .

is a curricular approach which is designed to give children the opportunity to become constructively involved in developing their own personal effectiveness, self-confidence, and understanding of the causes and effects in interpersonal relationships. The program capitalizes on the basic drives of children to achieve mastery and gain approval.

The Human Development Program incorporates what master teachers do every day to instill responsibility and self-confidence in children. It is a systematic plan which reduces the chance factor for growth in the affective domain. The scope and sequence of the activities provide experiential lessons for the development of skills children need for effective personal adjustment, success in academic endeavors, and other life challenges. The child learns to appreciate what others do for him. He is permitted to be honest about his resentments instead of learning to deny their existence or to repress them. For twenty minutes each day, the learning climate for the children is open and free in the security of the circle session.

In the Circle Session . . .

the children and their teacher, who serves as leader/catalyst, verbally explore themselves and each other every day through group interaction in activities related to specific goals. These goals are met by using positive, non-pressure group techniques tailored for elementary school children.

Throughout the twenty-minute session, often called the "Magic Circle," an atmosphere of acceptance prevails. Children are encouraged to share their feelings genuinely and to learn and observe others.

The teacher's role is to begin the activity by explaining the topic for discussion and, if necessary, to demonstrate what is expected of the children by "going first." After each child has had an opportunity to participate, the teacher helps the children to review and summarize what was learned in the session. Progressively, the teacher says less in each session – giving more of the responsibility to the children as they are ready to assume it.

The Design of the Human Development Program . . .

is semi-structured, flexible, and open-ended. It is a development curriculum in the area of affective education. The experiences at each level prepare children to move into each sequential level progressively. The program is much like a developmental reading program, in that the skills learned at one level form the foundation for growth in the next.

Even though the program is designed to begin with four year olds, it may be inaugurated at any level. Currently available are the *Guide* for *Pre-School and Kindergarten* and *Levels I, II, III and IV,*

corresponding to the respective grade levels. Levels V and VI for grades five and six are in the developmental stage, and will be available at a later date.

The *Human Development Program for Institutionalized Teenagers*, often found to be appropriate for junior and senior high school groups is also available. Inquiries regarding the program materials may be directed to the authors at the address below:

HUMAN DEVELOPMENT TRAINING INSTITUTE
7574 UNIVERSITY AVENUE
LA MESA, CALIFORNIA 92041

The Activity Guides . . .

contain directions for 180 Human Development Circle Sessions for teachers and children in the classroom – one for every day of the school year. Each activity has been researched with groups of children and is presented as needed to make it meaningful and practical. The sequential order in which the activities appear has been determined through research, with the goal in mind that a positive cumulative effect will take place in the children, bringing about significant personal growth.

Each activity relates to one of the following three major areas of personal development. Awareness, Mastery (or self-confidence), and Social Interaction. Beginning with Level I, the sessions are led by the teacher who serves as guide at the outset. Gradually, the sessions encompass the children's-choice concept (in which the children share in deciding which circle session topic they wish to discuss) and child-leadership (wherein a child assumes the responsibility for leading the session).

IN EACH SESSION, THE INTENT IS THAT THE CHILDREN WILL SHOW *ACCEPTANCE, LISTEN,* AND *PAY ATTENTION* TO EACH OTHER, AND TO FOCUS ON THE *FEELINGS* EACH PERSON HAS.

WHY PRE-SCHOOL AND KINDERGARTEN IN THE SAME BOOK?

AT THE 4 AND 5 YEAR OLD LEVEL THERE ARE ESPECIALLY WIDE VARIATIONS IN DEVELOPMENT AND READINESS TO USE THESE EXPERIENCES. THEREFORE EACH SESSION IN THIS ACTIVITY GUIDE IS DESCRIBED IN ITS MOST COMPLETE FORM. THE STEPS IN EACH ACTIVITY INCLUDE:

(1) STATING THE TOPIC
(2) VERBAL PARTICIPATION OF EACH PERSON
(3) REVIEW, AND
(4) SUMMARY

GENERALLY, KINDERGARTEN GROUPS ARE OFTEN ABLE TO GO THROUGH ALL OF THESE STEPS IN A SESSION. BECAUSE SOME PRE-SCHOOL GROUPS ARE ABLE TO GO THROUGH THEM SOMETIMES, THIS VOLUME IS DESIGNED TO MAKE THE SAME INFORMATION AVAILABLE TO PRE-SCHOOL TEACHERS.

WITH WIDE-VARIATION, IT IS LIKELY THAT PRE-SCHOOL AND KINDERGARTEN CHILDREN AT TIMES WILL NOT BE ABLE TO GO THROUGH ALL OF THESE STEPS. IN THESE CASES, CONCENTRATE ON THE PARTICIPATION ASPECT (STEP 2) IN WHICH EACH PERSON HAS AN OPPORTUNITY TO SHARE HIS FEELING, KEEPING ELABORATE DISCUSSION MINIMAL. WHEN INTEREST IS STILL PRESENT BEYOND THIS POINT PROCEED INTO MORE ELABORATE DISCUSSIONS, A REVIEW, AND THE SUMMARY. WITH EITHER AGE GROUP, BE READY TO END THE SESSION WHEN INTEREST ABATES. IF STEP 2 WAS NOT COMPLETED LET THE CHILDREN KNOW THAT THE ONES WHO DID NOT HAVE THEIR CHANCE TO SPEAK TODAY WILL BE GIVEN THEIR CHANCE TOMORROW. THEN, BEFORE THE CIRCLE HAS ENDED, ASK A QUESTION TO THE GROUP FOR THEM TO THINK ABOUT WHICH MAY LEAD THEM TO MAKE SOME STATEMENT ABOUT WHAT THE EXPERIENCE HAS MEANT TO THEM.

MOST OF THE ACTIVITIES – PERHAPS ALL OF THEM – WILL BE VERY APPROPRIATE FOR YOUR GROUP AND SOME OF THEM MAY NOT. AS GROUPS DIFFER WIDELY, YOU MAY FIND IT NECESSARY TO BE SELECTIVE IN YOUR USE OF THE ACTIVITIES.

ONCE YOU AND THE CHILDREN HAVE LEARNED TOGETHER HOW A CIRCLE SESSION WORKS, THERE MAY BE TIMES IN WHICH YOU OR THE CHILDREN MAY THINK OF A UNIQUE MASTERY TASK OR A TOPIC OF YOUR OWN TO DISCUSS WHICH MEETS YOUR OWN PARTICULAR NEEDS.

IF YOU ARE A BEGINNER WITH THE PROGRAM AND YOU ARE NOT SURE HOW THE ACTIVITIES WILL AFFECT THE CHILDREN AND YOU DO NOT FEEL THE NEED TO MAKE ADJUSTMENTS, IT IS RECOMMENDED THAT YOU FOLLOW THE GUIDE CLOSELY WITH RESPECT TO SEQUENCE.

THE GREATEST VALUE COMES WHEN THE PROGRAM IS PRACTICED DAILY, OR AS CLOSE TO THAT IDEAL AS POSSIBLE.

Overview Chart

HUMAN DEVELOPMENT PROGRAM
Levels, Group Arrangements, Strategies, and Objectives
Grades Pre-School through Six

Level	Grade	Age	Groupings	Strategies	Objectives
Pre-School		4-5	Single Circle 5-10	Encouragement to talk, listen, succeed.	Improve self-control and ability to listen and express; develop self-confidence and understanding of interpersonal interaction. Tolerance for individual differences. Understanding of universalization principle — emphasis on common human feelings, thoughts and behavior. Increase self-acceptance and listening skills. Begin coping with mixed feelings.
Kindergarten		5-6	Single Circle 8-10	As above. Deal with negative as well as positive topics.	
I	First	6-7	First one circle 8-12; then add self-controlled children to outer ring until whole class is in two concentric rings. Teacher and child leaders alternate.	As above. Discuss 1) ambivalence in feelings, thoughts, behaving, 2) effective and ineffective behavior, 3) reality and fantasy. Discuss variables of inclusion, exclusion, warmth, coldness, making of decisions. Begin leadership experiences.	As above. Effective self-control, ability to comfortably experience ambivalence, improve reality testing, self-confidence, effective meeting of needs, increase responsibility, tolerance, empathy, skill in making helpful suggestions. Sharing in decision making and recognition of leadership abilities.
II	Second	7-8	As above.	As above. Continued presentation of methods of awareness, coping, social interaction. Character development is fostered by challenge, commitment, and direct interpersonal communication with peers. Continued decision-making and child leadership.	As above. Articulation of wide range of experiences in positive and negative feelings, thoughts, and behavior. Self-confidence and positive self-concept. Ability to distinguish between reality and fantasy. Motivation to be responsible, productive, kind. Share in decision-making. Leadership as service, not exploitation. Ability to make helpful suggestions to guide leaders to better functioning.

HUMAN DEVELOPMENT PROGRAM

Levels, Group Arrangements, Strategies, and Objectives (continued)

Level	Grade	Age	Groupings	Strategies	Objectives
III	Third	8-9	As above.	As above. Further challenge to self-sufficiency, integration, honesty. Emphasize responsibility in social interaction, keeping commitments.	As above. Self-control as a matter of personal pride. Verbal facility, skillful and tolerant listening. Ability to tolerate ambivalent feelings in self and others. Skill in observing differences between verbalization and performance. Wise decision-making and responsible, constructive leadership. Courage in taking the initiative to build good social relationships.
IV	Fourth	9-10	As above.	As above. Role playing. Micro Lab. Experiences with authenticity and duplicity, exploring dreams and practice at problem solving.	As above. Accepting and reflective listening. Deeper self-awareness and understanding of social relationships. Fuller acceptance of responsibility for one's own behavior.
V	Fifth	10-11	Three general plans for articulation, presented.	As above. Focus on importance of flexible outlook and behavior. Units no longer assigned to a certain number of days of the week. Supplemental affective activities presented in a variety of subject areas.	As above. Increased understanding of how trusting relationships are developed. Awareness of the complexities in social situations. Development of a sense of identity. Dealing with role expectations. Increasing awareness of one's own capabilities and likeable qualities.
VI	Sixth	11-12	As above.	As above. Focus on responsibility for one's own behavior. Increased supplemental affective activities presented in a variety of subject areas.	As above. Increased self confidence through validation of self and others. Increased sense of self identity and group dynamics. Exploring conflict resolution. Increased understanding of self-determination, choices and decision-making.

PREPARING FOR THE CIRCLE SESSION

Group Size and Circle Arrangements

Teachers of small children have generally found that groups exceeding ten participants are often difficult to handle. In some kindergarten classes groups having as many children as twelve to fourteen are conducted but it takes longer for everyone to get their chance to speak and the children who are not having their turn become restless. When two adults are in the circle (the teacher and an aide or parent) the children generally show more self control.

In the pre-school, usually groups below ten in number work out best. Many circle sessions are carried out with as few as five, but seven or eight are generally best. This, however, depends on many varied factors and there are no hard and fast rules.

As for the rest of the children who are not participating in the circle session, many different kinds of arrangements can be made. Depending on the total enrollment, most classes need to be divided into two or more groups.

If you have other adults, or older children such as sixth graders, available, they can carry out other activities with the children who are not in the circle. Out-of-doors activities are good because distractions are minimized. Alternate the groups after the session, bringing in those who were doing something else, for their turn. In some cases team teaching approaches between teachers in adjoining or nearby classrooms have been worked out between teachers who lack aides.

Each group should be as heterogeneous as possible with respect to sex, and the racial and ethnic backgrounds of the children. Usually, however, the groups work out best when children on similar ability levels are grouped together. Sometimes there will be a group in which all of the children are particularly reticent. In this rare case bringing in an expressive child will spark the other children to verbalization. Once the membership of a group is established it should remain as stable as possible.

It has been found that in some kindergarten classes after the circle session routine has been well established and the children are generally well self-controlled, some, or even all, of the children who are not participating in the group can sit in an outer ring as listeners. Group One listens to Group Two, and vice versa. When this plan is followed allow the listening group to participate in the review, thereby having a chance to show how well they listened. Direct the summary to these children too. Place an empty chair in the circle (or designate a vacant spot if everyone is seated on the floor) for any child in the outer ring to come to if he wishes very much to participate. After he has had the opportunity he returns to the outer circle.

Generally keep in mind that whatever arrangements you find necessary to make so that the program is workable are right. Teachers, groups of children, physical settings, and many other factors differ widely. These recommendations are a general guideline. Do not feel bound to follow them to the letter. Your knowledge of your own situation will be the best guide.

LEADING THE CIRCLE SESSION

When you lead a circle session, or "Magic Circle," you're relating to people in a very special way. Join hands in a circle and when everyone is "spaced just right" all sit down on the floor. Smile and personally establish eye contact with each child, always using his name as you speak to him. To get things started, simply say to the group, "Today let's talk about . . ." (This is *Step 1.*) If there are some children present who you feel will probably not want to share verbally right away tell them, "You don't have to say anything if you don't want to . . ." Then repeat the topic at least once more. Then *Step 2* begins. Extend a general invitation: "Who would like to go first?" If there are no volunteers, give a personal example of your own: "something that gives me a good feeling is my guitar. It makes me feel good when I play it.'" If it is not necessary for you to take your turn first, do so later. (It is important to the children to learn about you, too.) Rather than calling on the children to speak, just wait and let them begin when they are ready. When silences occur, wait patiently. The children need time to think about what they are going to say. Others need time to gather courage. After a bit, you might help them to do this by saying, "Let's all close our eyes and think about . . ." If more than one child begins to talk at a time, ask all but one child to wait and listen. Assure them that everyone will have a turn. Express your appreciation to the children who show that they are willing to wait.

When the children begin to respond, accept their contributions, even if they barely say one word. Ask each child, "Tell us how you feel about it." If he needs help, then supply words, e.g., "Does it give you a good feeling?" Gradually introduce more "feeling" vocabulary ("pleased," "excited," "proud," etc.). Focus on feelings also non-verbally with eyes, touch and gesture. Model accepting, rather than judgmental behavior, showing the children that in the circle, each person is respected as his unique self. At first children sometimes copy each other or say what they think you want to hear, because they fear non-acceptance. Remember the reasons for this behavior. In a general way, assure the group that it is OK for them to tell their real feelings. In time, these children will begin to feel safe.

Listening in the circle is essential. Indeed, it is one of the basic purposes of the Human Development Program. Make sure the children understand that listening is expected of everyone. Tell them, "When you talk, what do you want us to do? What should you remember to do when someone else is talking?" The most effective way to assure good listening is to model it yourself. Make it obvious that you are listening attentively to each child as he speaks. Remember what he says. Be prepared to repeat it later. Draw the attention of children who do not appear to be listening to the child who is speaking by tactful word or gesture. Ask the children frequently throughout the session to repeat what other children have said, bringing in non-participants whenever possible.

Immediately after each child has taken his turn reflect back to him what you heard him saying using his own words. Invite the other children to do this for each other. "Who will tell Gloria what you heard her say?" "Who would like to give Ralph's story back to him?"

If a child says something that you do not understand very well because you did not hear him correctly, ask him to repeat it or ask the other children what they heard him say. Then check out their answers with the child. Give credit to children who heard it correctly.

If some children talk for too long a period of time, it is probably because they feel that now they have the chance and may not get another soon. Remember the reason for the behavior. Help them clarify their thoughts about what they want to talk about – one at a time. Help direct the child's attention away from the content to the feeling. Without singling him out, remind the group, "I'm going to be sure that everyone who wants a turn gets one each time we have a circle." If the children can be convinced that it is important that they all get an opportunity to speak, in time they will help to make sure that everyone does get a turn.

As the activity progresses, make sure that each child who wishes to contribute has his chance, undisturbed. Ask *open-ended* questions: "Would you like to tell us more about it, Shirley?" Or to help a child talk about her feelings and to avoid setting limits on her response, you might ask, "Could you tell us about the feeling you get when you play with the puzzle?" Ask specific questions, such as, "how," "where," "when," etc., only after open-ended questions have been asked. Generally avoid "why" since children often have a difficult time dealing with it and it takes the child away from concentrating on his feelings. After each child has contributed in the circle, show your appreciation to him in your own way, using his name.

If, after one or two responses, none of the other children have volunteered, try again with: "Let's close our eyes and think . . ." Recognize aloud different aspects of this: "Some of us find it difficult to express good feelings in the group, but after we get used to the circle we'll find it easier." After two or more children have responded, point out similarities and differences: "Do you see that Maria and Henry have the same kind of feeling, and Lowell's is different?" Make it clear by tone, look, etc., that both similarities and differences are natural, neutral and acceptable.

Point out important interactions between children, such as when the same and different feelings are noticed: "You smiled when he said that you had the same feeling, didn't you?" Also point out the observable ways people handle good feelings: "When you have a good feeling, you sit up straight and smile and I can see your feeling all the way over here!" Encourage the children to interact with each other directly. Ask them if they have questions for each other. If so, urge them to question the other children. If they direct the question to you, ask them to redirect it to the individual who can answer it. First efforts to speak will often be irrelevant, silly, etc. In the beginning, it is more important to get the child to speak to other children independent of the teacher than it is to be "right on" the topic. Whatever the child says, respect it and go along with it, even when he brings up something he feels bad about when the topic is "Feeling Good." Gently guide the conversation back to the subject, after he realizes his statements have been accepted.

Frequently during sessions physical discharge, such as laughing or yawning may occur. These are natural and acceptable responses. Give free, warm attention to children when they are discharging. This applies also to a child who should happen to cry.

Some groups will develop to the point where they will be able to interact meaningfully with each other on the topic without your involvement. You will be able to sense this and should move back to allow it to occur. When possible, let them even guide your responses by asking you questions.

No child should be forced or coerced to talk in the circle if he does not wish to. However, sometimes children do wish very much to participate, but are fearful. They will profit from your encouragement. If they seem ready to speak, invite them to do so. To help a very unsure child, test him out on a parallel task before the group. In the circle, ask him if he will whisper to you or a peer he chooses, what he wishes to say. Ask him if you or another student can guess what he would wish to say. Don't start without his permission. Once he says you can, and you begin to guess

while he either accepts or rejects the guess, he will be involved. Elicit the help of a more secure child to encourage the one who is isolated from the group. Ask the more secure one to clarify the isolate's thoughts and feelings; then give credit to both. Encourage successful children to reinforce the successes of others. Say, "Timmy (a timid child) spoke up. He told us about himself." Then, "Who can ask Timmy a question so that he can tell more?" If the child is reticent or shy have him help you choose the next person. Thank him, saying his name. The child who does not participate verbally at first, will when he is ready. In the meantime, he is listening and learning.

The circle is an accepting environment, but destructive behavior such as ridicule, or overt disruption should not be accepted or allowed to continue. Children should view their participation in the circle as a privilege to be appreciated and utilized. Deal with the needs of disrupters but keep the focus on the individual who is having his turn and doing the task. If you get maneuvered into dealing with negative attention-getting, the group may decide that's how to get attention. Try to deal with the interrupter's feelings non-verbally. Touch him, or have him sit on your lap. You may find it helpful to allow him to see how you and his peers feel about his actions, or it may help if you try speaking directly to him about it after the session. If the above techniques have no immediate effect, remind him that his presence is desired but that his disruptive behavior will not be accepted and he will not be allowed to participate in the circle in the future.

Culminate each circle by reviewing what was said (*Step 3*), asking the children, "Who can remember what Sally said? What was her feeling?" Reward good listening, and recall with such praising commentary as, "You really listened well, Refugio. You can remember what you hear too." This is a good way to bring in children who did not speak to the topic.

Briefly summarize each session at its conclusion (*Step 4*). Ask one or more pertinent questions to the children such as, "Does it give you a good feeling to know more about other people?" "What was this all about?" "What did we learn (about each other)?" "How do you feel about it?" Thus the children begin to understand the basic lessons to be learned about life that participation in the circle can provide. Ask one of these and/or the question that is suggested at the end of each activity in this guide.

REMEMBER THAT EVERYONE WHO LEADS CIRCLE SESSIONS HAS THEIR OWN PERSONAL STYLE. THERE IS NO ONE PERFECT WAY TO DO IT. YOU WILL DEVELOP YOUR OWN STYLE AS YOU WORK WITH THE PROGRAM. THINK OF YOURSELF AS A NOVICE FOR THE FIRST YEAR. HUMAN DEVELOPMENT CIRCLE SESSIONS ARE CHALLENGING. THEY REQUIRE ENERGY AND PRACTICE, BUT LIKE ALMOST EVERYTHING THAT TAKES HARD WORK, THEY BRING GREAT REWARDS.

THE TWO MOST IMPORTANT THINGS TO REMEMBER:

No matter what happens in a circle session, without the following two elements it is really not a Human Development Session:

1. Everyone gets a turn.
2. Everyone who takes a turn gets listened to.

What does it mean to get a turn? Imagine a pie divided into as many pieces as there are people in the circle. Telling the children that everyone will get a turn, whether they want to take it or not, is like telling them that each one will get a piece of pie. Some children may not want their piece right away, but they know it's there to take when they want it. As the teacher, you are there to

protect this right. Thus, getting a turn not only means a chance to talk, but also an assurance to the child that he has "space" that no one else will violate.

When the child takes his turn he will be listened to. There will be no attempt by anyone to manipulate what he is offering. That is, he will not be probed, interrupted, interpreted, analyzed, put-down, joked-at, advised, preached to, and so on. To "listen to" in the Human Development Program is to respectfully focus attention on the speaker and to let him know that you heard what he said. The lowest risk method of giving this feeling seems to be to feed-back, reflect, parrot or mirror the speaker's own words. By repeating back certain words that the speaker used that appear to have special meaning to him, or to use non-interpretive paraphrasing (repeating back synonomous words) are alternate methods for reflecting. These latter methods involve a higher risk, however, than feeding back verbatim to the speaker.

The only way that the circle can be evaluated is by these two criteria. Thus if only two children chose to speak, but were listened to, even if they didn't say very "deep" or "meaningful" things, the circle can be considered a success.

ACTIVITY GUIDE

for

PRE-SCHOOL

and

KINDERGARTEN

First Semester:

Unit I – First Six Weeks – Awareness

Unit II – Second Six Weeks – Mastery

Unit III– Third Six Weeks – Social Interaction

Overview for the Semester

First Semester

Unit 1 – Six Weeks on Awareness

Week 1 – Feeling Good
Week 2 – Pleasant Thoughts
Week 3 – Positive Behavior
Week 4 – Feeling Good
Week 5 – Pleasant Thoughts
Week 6 – Positive Behavior

Unit 2 – Six Weeks on Mastery

Week 7 – Mastery in Personal Hygiene
Week 8 – Mastery in Motor Coordination
Week 9 – Mastery in Numerical Comparisons
Week 10 – Mastery in Performance Skills
Week 11 – Mastery in Counting
Week 12 – Mastery in Perceiving Colors

Unit 3 – Six Weeks on Social Interaction

Week 13 – How Other People's Behavior Affects Me
Week 14 – How My Behavior Affects Others
Week 15 – Learning About Cooperation
Week 16 – Acquiring Social Skills
Week 17 – Learning to Offer Kind Behavior
Week 18 – Learning to Ask for Kind Behavior

AWARENESS

Six Week Unit on Feelings, Thoughts and Behavior

First Semester (Weeks 1 – 6)

Unit 1

Week 1 – Feeling Good

Week 2 – Pleasant Thoughts

Week 3 – Positive Behavior

Week 4 – Feeling Good

Week 5 – Pleasant Thoughts

Week 6 – Positive Behavior

Unit 1 – Six Weeks on Awareness: Feelings, Thoughts and Behavior

Week 1 – Feeling Good

Monday:	**I Can Show You Something I Feel Good About**
Tuesday:	**I Can Show You Something I Feel Good About**
Wednesday:	**I Can Show You Something I Feel Good About**
Thursday:	**I Can Tell You About Something That Makes Me Feel Good**
Friday:	**I Can Tell You About Something That Makes Me Feel Good**

Week 1 – Feeling Good

Monday – I Can Show You Something I Feel Good About

Discuss briefly with the children how everyone has good feelings and bad feelings too. Today we are going to tell each other about the good feelings we have about something in the classroom.

Do not expect much relevant verbalization or comprehension in the children today. This will develop gradually as the daily sessions take place. Today we are mainly learning how a circle session works.

Take your turn first. Asking the children to watch what you do, leave the circle to get and bring back some item which is personally meaningful to you, such as your purse. Briefly, tell them about how your purse helps you in one way and then ask them if they can suggest other ways. *Then tell how you feel about your purse.*

After you have completed your turn ask the children, "Now, can you think of some thing here in the classroom that gives you a good feeling?" "Would you like to go get it and bring it to the circle and tell us about the feeling it gives you?" Be sure that a child has something in mind before he leaves the circle.

Give only as much encouragement as is necessary. Choose one child who you are sure knows what is expected, but first tell the group that everyone will get a turn if they want one. Explain to them that only one person will talk at a time in the session and good listening is expected. That's the way a circle session works.

As each child presents the thing that gives him a good feeling, ask him such open-ended questions as, "Tell us about the (book)." Be sure to ask him, "Tell us about the feeling you get when you (look at it)."

After the child has told about his thing, invite the children to make comments or ask questions. Before the child returns his item to the place where he found it and returns to his seat in the circle, thank him for participating, using his name. Do not be surprised if the children copy one another. This is very common at first. Later they will be original when they relax and become more confident.

Ask the children to tell how they notice that some children feel good about one thing and others about something else. Discuss this in a very matter-of-fact manner. In this way, you are demonstrating and fostering open acceptance of whatever a child chooses and of his feelings, which means you and the group, accept him. By doing this daily, the children begin to accept and respect individual differences as being normal and natural.

Once or twice during the session and at its close, ask the group to review what feelings each child reported and what it was they brought to show to the group.

By way of a simple summary, before leaving the circle, ask the children, "Can things make us feel good?"

Show your appreciation to the children for positive aspects of their behavior in the session, especially for listening to each other.

Week 1 – Feeling Good

Tuesday – I Can Show You Something I Feel Good About

Today is a continuation of yesterday's activity.

Ask the children to think of something in the classroom that gives them a good feeling. Suggest to those children who brought something to the circle yesterday that perhaps they would like to bring and tell about another thing today.

While the emphasis is still on learning the procedure and giving attention, try to help the group to focus a little more on the feelings of each individual. Ask each child about the feeling the object he brings to the circle gives him. At first he will probably be limited in his ability to express the feeling. After he has answered, perhaps saying, "good," respond first by reflecting, "you feel good when you look at it." Secondly, expose him to further vocabulary and ideas by adding, "Is this one of the books that you *enjoy* most of all?" In this way such words as "excited," "delighted," "happy," "pleasing," "interested" and so on, may gradually be introduced. Later the children begin to use them spontaneously.

Reinforce good listening by showing your appreciation to those children who are able to recall what other children told.

Be sure to take your turn too.

Summarize by asking the children, "Did you learn anything new about someone in the circle?"

Show your appreciation to the children for each aspect of their constructive participation, especially for listening to each other.

Week 1 – Feeling Good

Wednesday – I Can Show You Something I Feel Good About

Today's activity provides an opportunity for each child to increase his awareness of pleasant feelings by showing and telling about another thing in the classroom and how it makes him feel good.

Continue to demonstrate more to the children that the *feelings* are of greater importance than the things that they bring to the circle. Gradually the children will begin to focus their attention more and more on the *feelings* that are reported. They will also begin to develop more respect and acceptance of one another, following your example.

After everyone who wishes a turn has shared, ask the children to tell about what each child said. Summarize by asking them, "Tell us about some of the things that you are learning in the circle." Encourage a brief discussion.

Show your appreciation to the children on an individual basis for their participation, even if they just listened.

Week 1 -- Feeling Good

Thursday – I Can Tell You About Something That Makes Me Feel Good

Discuss with the children how we have been talking about the good feelings we have. Today we are going to tell about something that gives us a good feeling *without bringing it to the circle.*

Again the emphasis is upon having the children observe how a circle session works. They also have a chance to practice at and prove that they are listening while each child tells how something gives him a good feeling.

Since the format is somewhat changed, you may wish to go first. Tell the children about a concrete thing that may or may not be in the classroom which makes you feel good. Tell what it is about the thing that gives you the good feeling, e.g., that it is useful, or it looks or feels nice, or is fun to do something with. Then invite the children to each have a turn, allowing them to volunteer.

Ask open-ended questions, when necessary, to help each child tell as much as he can about something that makes him feel good. Do not allow any child to monopolize the time or force any child to speak if he is not ready. Reticent ones will probably all talk extensively in due time. Do not become impatient if silences occur. The children need time to think and to gather courage.

Show acceptance for what each child says when it is his turn. Be sure to model good listening behavior and show appreciation for their good listening. Ask children to repeat what others have said. Do this yourself.

At the end of the session, ask the children, "What are we learning about?" Through discussion, help them to see how the circle has many benefits for them, such as learning more about their own feelings, the feelings of others, about talking and about learning to listen and pay attention.

Again show your appreciation to the children on an individual basis for positive aspects of participation.

Week 1 – Feeling Good

Friday – I Can Tell You About Something That Makes Me Feel Good

The activity is the same as yesterday. Today the children are more experienced with the general procedure and rules, so that more of the emphasis can now be placed upon their descriptions and explanations about how they feel good.

Take your turn first again today, perhaps telling about something less immediate, such as something that you have at home that gives you a good feeling. Then ask the children to volunteer.

After each child describes his good feeling, let him and the group know that you understood him, by commenting in an accepting manner about what he said. Invite other children to do the same. Show your appreciation to the child for "telling us and letting us get to know you better."

Try to get every child to express himself, but be patient with those who are reticent to speak or who have difficulty in expressing themselves in words.

After all who are going to express themselves do, discuss with the children how some of them are made to feel good about the same thing, but some other children are made to feel good by different things. Through discussion, help them to see that people are all alike in some ways, yet we are also different in some ways, too.

To summarize further, ask the children, "How do you think it is helpful to us to talk about our feelings?" Help them to understand the reasons for having a circle session.

Briefly evaluate the manner in which the session proceeded.

PERSPECTIVE

Where have we been? Where are we going? Now that we have embarked on the voyage of self-discovery and self-development of personality, let us look backward and forward so that we do not lose sight of the forest or the trees. The child is struggling, groping toward self-realization. His basic psychological drives in adapting to his environment are to experience himself as masterful (through productivity) and as lovable (through receiving genuine acceptance and approval from the people he associates with). In order to promote the development of a good self-concept (self-esteem and self-respect), we have begun by providing semi-structured situations which encourage the acquisition of awareness through expressing and experiencing. The first territory we have been opening up during the past week is the experiencing of self and others as creatures with pleasant feelings. Through expression and experience we have been striving to bring into the conscious level in verbalizable form an appreciation that pleasant feelings are natural, universal, and acceptable. Through his identification with the other children (and with the teacher) we have been encouraging the child to begin to acquire a conception of himself as an acceptable member of the human race, a person who is the same as other people, yet a person who can also be different; while under either set of conditions being acceptable.

At this time, of course, we have only made a relatively superficial impression upon each child, if we have at all increased the breadth and depth of his awareness. Nevertheless, some perceptual experiencing must have occurred, even if the proof of this has not yet become manifest. In many future sessions there will be further opportunity for the repetition necessary for the richer development of awareness.

Unit 1 – Six Weeks on Awareness: Feelings, Thoughts and Behavior

Week 2 – Pleasant Thoughts

Monday:	I Can Tell a Nice Thought About Making Something With Clay
Tuesday:	I Can Tell a Nice Thought About Making Something With Clay
Wednesday:	I Can Tell a Nice Thought About What's in the Box
Thursday:	I Can Tell a Nice Thought About What's in the Box
Friday:	I Can Tell a Nice Thought About Something I Do at School

Week 2 – Pleasant Thoughts

Monday – I Can Tell a Nice Thought About Making Something With Clay

Discuss with the children how last week we talked about feelings. Tell them that we will talk more about feelings this week, and thoughts too.

It is not always easy to tell the difference between a feeling and a thought. A feeling has to do with something inside or a sensation, like tasting something that is good. You feel it with your tongue. It might be ice cream and tastes good or feels good and it can make you happy. But if you have an idea about ice cream, you can't feel or taste that; you can only think about it, and that is called a thought. It is a nice thought. It is not a feeling.

Bring a soft, medium-sized lump of clay to the circle and show it to the children. Tell them that you are having a pleasant thought about something that you think you could make with the clay, such as a banana. Then proceed to make it. You may wish to tell them what it is as you make it or let them guess. When it is done tell them that this is what your pleasant thought was – then tell them how you feel about bananas (or whatever you made) and how you feel about this one you made of clay right here and now.

When you have taken your turn ask the children to suggest other things – each in turn – that you could make with the clay. In the interest of time you should probably be the one to form each object. If necessary, explain this to the children and suggest that later they make objects of their thoughts with the clay.

Be sure to have each child tell how his thought and the object make him feel, as you did. Invite comments from the other children, pointing out how we all can feel differerently about the objects and that's O.K. We are all different and alike too. We all have thoughts and we all have feelings.

If a child expresses what seems to you to be an unpleasant thought ask him what it is that is pleasant about it. It is likely that the thing is pleasant to him in some way.

If a child mentions something that is abstract, explain to him that his thought is O.K., but ask him to think of another one – something that you could make with the clay.

Don't worry about not being an expert with clay. Whether the object looks like the thought expressed or not is very unimportant. A reasonable facsimile will do.

Thank each child who participated and review with the group by asking them to tell what each others' thoughts and feelings were. Reinforce children who show that they listened and paid attention.

If some of the children did not take their turn, explain to them that they may take it tomorrow. The activity will be the same.

Summarize by asking the children, "What did we learn about today that we can all do besides feel?" "Does everyone always think the same thoughts?" Ask the same question about feelings.

Briefly evaluate the way the session proceeded. Ask the children if they have any suggestions for ways the circle could be better.

Week 2 – Pleasant Thoughts

Tuesday – I Can Tell a Nice Thought About Making Something With Clay

Today is a continuation of the activity begun on Monday.

Briefly review as a group the pleasant thoughts and feelings that were brought out yesterday. Discuss also how we are finding out how we all have thoughts and feelings but that very often what we think and feel is different from those of other people – and that's O.K. We're also learning more about talking and listening.

Take your turn first again if this seems necessary to get the ball rolling. Tell your thought and your feeling about the object you make. Then invite the children to take turns, calling first on those children who may not have taken their turn yesterday.

After reviewing the thoughts and feelings that each child reported, summarize by asking the children, "Does everyone have thoughts?" "Is it okay to have different thoughts from other people?" Ask these questions about feelings too.

Week 2 – Pleasant Thoughts

Wednesday – I Can Tell a Nice Thought About What's in the Box

Today the pleasant thoughts that the children tell about will be slightly less on a concrete basis than on Monday and Tuesday. They will use their imaginations about something that is pleasant that they cannot see.

Briefly review how we have been learning about thoughts and feelings. Then show the children a box that you have with something inside that you consider to be nice or pleasant in some way to practically everybody, such as some crackers or nuts.* Tell them that each will have a chance to tell his thought about what he thinks might be inside that is a nice thing.

Give every child a turn to speak. Ask each child to tell what kind of feeling his thought gives him. Focus on both for each child. Show them that you understand and accept what their thoughts and feelings are.

Do not emphasize the guessing aspect. Rather, through discussion, help the children to see that different people's pleasant thoughts and feelings about things are similar in some ways and different in other ways.

After each child who wishes to has had a turn, open the box and discuss briefly what the pleasant aspects of the object are. (If it's something like crackers or nuts tell the children that you will share them with them when the session is over.)

Review with the children the thoughts and feelings that each child reported, showing your appreciation to children who are able to repeat what the others said.

In the summary, guide the children to identify the positive aspects of the circle session, such as learning about themselves, others, talking and listening carefully, etc.

Encourage constructive criticism about how the session could be better and give credit to children who have already made improvements.

*This activity can be done with an empty box. *Tell the children that it is empty at the outset.* Then ask them to imagine that something that they would like to have is inside. Ask them to tell their thought and the feeling it gives them, to the group. Later, in the second semester we will do the activity with an imaginary box.

Week 2 – Pleasant Thoughts

Thursday – I Can Tell a Nice Thought About What's in the Box

Today is a continuation of yesterday's activity.

Briefly review with the children what we have been learning about this week. Encourage them to tell in their own words as much as possible, what we are beginning to find out about people and their thoughts. (That we are all the same, in that we all have thoughts. Different people have different thoughts. Thoughts go with feelings.) Since there was so much covered yesterday, today's emphasis is upon consolidation.

After the review, invite the children, each in turn, to guess again about a different item that you have placed in the box, and that they, of course, have not seen.

Again keep the emphasis on the "nice thought" rather than on the guessing aspect.

After each child tells what his thought is, encourage that child to tell as much as he can about the feeling his thought gives him.

After everyone who wishes to participate has had a chance, review carefully, as a group, what each child said. Discuss in an accepting way how we sometimes think and feel the same and sometimes differently from each other.

Through discussion, identify the things about the circle that are interesting and helpful to us.

Week 2 – Pleasant Thoughts

Friday – I Can Tell a Nice Thought About Something I Do at School

Today the topic moves from concrete objects to the abstract. Now that the children are well on their way to understanding what a thought is and that we all think – sometimes the same and sometimes different thoughts – they are more ready to describe a thought that they are having about an action.

Begin by telling the children that today we are going to tell more pleasant thoughts and feelings but that today we are going to do it without any things like clay or things in boxes. Now we are ready to tell our thoughts just using our heads.

Tell the children that you are having a pleasant thought about something that happens, or happened, at school. Tell them what the activity, or occurrence is, or was. Then describe your feelings about it. When you are through, ask the children to volunteer to tell a pleasant thought of their own about something they do at school. After they tell what it is, ask them to describe the feelings the thought produces.

Once or twice during the session, review together what each child told about.

Summarize by asking the children to tell what they have noticed about the similarities and differences in the thoughts and feelings of the members of the group today. Ask them also, "How does a pleasant thought make you feel?"

Unit 1 – Six Weeks on Awareness: Feelings, Thoughts and Behavior

Week 3 – Positive Behavior

Monday:	I Can Say Your Name
Tuesday:	I Can Greet You
Wednesday:	I Can Do Something Nice for You
Thursday:	I Can Do Something Nice for You
Friday:	I Can Show How I Did Something Nice

Week 3 – Positive Behavior

Monday – I Can Say Your Name

Today we embark on a new area of awareness, that of focusing our attention on our behavior. As the children behave and discuss their behavior in the circle session they begin to see how it is distinct, yet related to feelings and thoughts.

This week we will behave positively in the circle and discuss how it makes us feel. Gradually it will become apparent that positive behavior is associated with pleasant feelings.

Begin the session by asking the children, "Would you like to show another person in our circle that you know their name?" Demonstrate the procedure by telling them: "I'll point to you. Your name is Larry. How does it make you feel to know that I know your name, Larry?" After Larry has responded, ask him to point to someone else and repeat the process. As the children proceed, ask them to choose someone who has not been chosen yet. Ask them also how they feel when their name is known. Be sure that each child has been chosen.

If interest is high and ample time remains, the procedure can be repeated once, or even several more times with the children pointing to different children and saying their names. Periodically ask the children how it feels to find out that their names are known by each other.

Before ending the session show your appreciation to the children for participating and for telling us their feelings.

By way of summary ask them: "How does it make someone feel if you call them by their name?"

Week 3 – Positive Behavior

Tuesday – I Can Greet You

This activity demonstrates to the children how behavior affects feelings.

Begin the session by briefly discussing what we did yesterday. Tell them that today we are going to say each other's names again, but even more – we are going to greet each other. Ask them to think of the many different ways people greet each other, such as saying "Hi," waving or shaking hands. Then announce that you are going to greet a particular child, naming him, in a way that feels good to you. Then do it. Ask for volunteers to choose someone else to greet.

Make sure that each person including yourself, is greeted. This may mean that some children who have had a turn will need to be called on another time to great the ones who were not selected.

Discuss the different greeting styles but focus mainly on what the children who were greeted say when you ask them, "How does it feel when you are greeted?" Ask the child who greeted the other how it made him feel too. When children shake hands ask them to look in each others' eyes.

As in Monday's session, if time permits and interest is high, allow the children to have another round. Suggest to them that they greet someone else this time and with a different type of greeting. As before, be sure each child receives a greeting.

Before leaving the circle ask the children: "When people greet each other, how does it make them feel?"

Week 3 – Positive Behavior

Wednesday – I Can Do Something Nice For You

Today we experience another positive behavior, this time using more than speech. By actually doing something with their hands and bodies, the realm of behavior and how it relates to feelings is more clearly experienced by the children.

Discuss briefly how we have been doing things in the circle that make each other feel good, i.e., saying names and greeting each other. Tell the children, "Today we will each have a chance to do something with our hands and our bodies for someone else that will make them feel good." Then ask for some ideas about what you could do for someone to make him feel good, such as shake his hand, pat him on the back, button his open buttonhole, get him something he might like to hold, or even tell him something nice about himself.

Take your turn first, and then ask for volunteers. If a child seems to be stuck, ask the group to repeat some of the options discussed before but allow him ample time to be original. If he's still stuck, suggest that he ask the child he has chosen what that child would like for him to do. When a child has completed his turn ask the child he chose how it felt to have something nice be done to him. Ask the other child how it made him feel too.

This activity may be repeated, each child selecting a different child and performing a different action.

Before ending the session ask the children: "How do you feel when someone does something nice for you?" "How do you feel when you do something nice for someone else?"

Tell the children how pleased you are that they are learning more about how to make other people feel good.

Let the children know that they will have a chance to do more nice things for each other tomorrow.

Week 3 – Positive Behavior

Thursday – I Can Do Something Nice For You

This is a repeat of yesterday's activity.

Encourage the children to choose somebody who they didn't choose before and do something nice for him or her. Also encourage them to do a nice thing that they didn't do yesterday.

At the close of the session ask the children: "If you do something nice for someone how will it probably make them feel?" "If someone does something nice for you how will it probably make them feel?"

Show your appreciation to the children for their participation.

Tell the children that tomorrow each person will have a chance to show us how he did something nice for someone else.

Week 3 – Positive Behavior

Friday – I Can Show How I Did Something Nice

The children have had four experiences by now, attuning them to what behavior is and how it affects the way people feel. Today's activity is somewhat less direct and involves dealing with the matter of behavior on a slightly more abstract level, that of demonstrating by pantomime or repetition what they did in another situation that they thought was nice.

Discuss with the children how we have been doing nice things for each other. They were nice things because they made someone feel good. Ask them to think of other nice things they have been doing. Explain that today we will each have a chance to show the group something nice that we did for someone. Unless there are volunteers, take your turn first. Pantomime the action and explain what you are pantomiming. Tell what the circumstances were in your story, being sure to mention how your action made you feel and how the other person(s) seemed to feel.

Allow the children to take turns. If a child tries to show what he did to make someone feel good but has limited ability to explain it, encourage the other children to guess what it was. Other children might be able to relate an event verbally but have difficulty in demonstrating what they did. In these cases allow other children to show how the child's action could be acted out. Be sure to let both children in these cases know that you appreciate their contributions.

Ask each child to tell how the person or persons in his story seemed to feel when he did the nice thing. Ask him to tell how it made him feel.

Briefly review with the group the feelings that the children told about, giving credit to the children when they show that they have been listening and remembering.

Summarize by asking the children: "When we say that something is a 'nice' thing to do, what makes it 'nice'?" If clarification is needed, ask: "How will it probably make someone feel if you do a 'nice' thing for them?"

Unit 1 – Six Weeks on Awareness: Feelings, Thoughts and Behavior

Week 4 – Feeling Good

Monday:	I Can Show You Something I Feel Good About
Tuesday:	I Can Tell You About Something That Makes Me Feel Good
Wednesday:	I Can Tell About A Person Who Gives Me Good Feelings
Thursday:	I Can Tell About A Place That Gives Me Good Feelings
Friday:	I Can Tell How I Give Myself Good Feelings

Week 4 – Feeling Good

Monday – I Can Show You Something I Feel Good About

This is the initial circle session topic which the children experienced and they usually enjoy doing it again. By bringing tangible objects to the circle and telling about how they feel about them, the children vividly experience their feelings.

Discuss briefly with the children how things can make us feel good. Then ask for someone to go first and get something in the classroom that gives them good feelings.

Be sure to ask each child how he feels when he uses the object he brings to the circle. If it was not necessary for you to go first be sure to take your turn during the session.

As the children take their turns point out similarities and differences in their choices of objects and how they felt about them. When everyone has had a chance to participate, by way of a review, ask the children to tell about what each other brought to the circle and about the feelings that were reported.

Summarize by asking the group, "Did everyone who brought something to the circle feel good about something?" "Was it the same thing for everybody?" "Is it okay to be different?"

Week 4 – Feeling Good

Tuesday – I Can Tell You About Something That Makes Me Feel Good

Today we continue to focus on things that make us feel good but today we will not bring them to the circle.

Ask the children to think about the things on the playground that they enjoy playing on. As a group, name as many as they can think of, looking outside if necessary. Then ask the children "Who would like to tell about their favorite thing on the playground?" "Tell us what gives you the good feeling when you play on it."

As the children volunteer help them to acquire the appropriate vocabulary to express their feelings, such as, "You feel *excited* when you swing, as if you were *flying*!" "Is it a *powerful* feeling to climb to the top of the Jungle Gym?" Still encourage each child to do as much of his own verbalizing as possible.

Take your turn too, if necessary telling what you enjoyed most as a child.

Following a brief review, return to the matter of differences in our choices with the children. Summarize by asking the children, "Do we all have the same favorite thing on the playground?" "Is it okay if your favorite thing is the same as for someone else?" "Is it okay if it is different?"

Week 4 – Feeling Good

Wednesday – I Can Tell About A Person Who Gives Me Good Feelings

What is more important to anyone than his friend? People who make us feel good are very important to our sense of well-being. We need them and it is the same for us all.

Briefly discuss with the children how good it is to be with a friend. Then tell them that each of them will have a chance to tell about a person who gives them good feelings. It could be an adult, another child, or perhaps even someone in the group.

Take your turn first being sure to tell in some detail how this person gives you good feelings and in what way you feel good. Then invite the children to participate. If a child tells about another child in the group ask that child how it feels to know that someone likes him.

Help the children to express different reasons for describing different people, emphasizing that our friends mean a lot to us in many ways.

Briefly review the people that were named by the children and the feelings that were reported, showing your appreciation to the children when they demonstrate how well they listened.

As a summary, ask the children, "Do people need to have friends?" "How does having a friend feel?"

Show your appreciation to all of the children for their participation.

Week 4 – Feeling Good

Thursday – I Can Tell About a Place That Gives Me Good Feelings

Often we don't stop to think about it, but we all have places where we enjoy being. In this activity we bring this reality into the children's awareness.

Ask the children to think about a place here at school where they like to be. It could be on the playground, here in the classroom, in some other classroom, or another place. Then take your turn. Describe the place and what happens there briefly, concentrating more on the feelings you have when you are there. As you tell about your feelings use simple, descriptive vocabulary which will serve as a model for the children.

If a child mentions an area in the room, such as an interest center, or play area, allow him to go and stand in the area momentarily and then return to the group to tell about his feelings. Encourage him to tell what there is about it that makes him feel good. Sometimes he will like a certain place because of some person who is there when he is.

Following a brief review of the feelings each person told about, ask the children, "Do we all feel good about the same place?" "Is it okay for each one of us to have our own favorite place?"

Week 4 – Feeling Good

Friday – I Can Tell How I Give Myself Good Feelings

It may be more challenging for the children to relate to this topic than any other up to this time, so as a preliminary measure, discuss with them in some detail how we have been thinking and talking about how people, places and things can make us feel good. Then take your turn, telling something you do for yourself when you want to feel good. Perhaps you go see a friend, or watch a favorite TV show, or go to your room for a nap. Tell how you feel when you do this nice thing for yourself.

Then ask the children, "Who would like to take their turn next to tell us how you give yourself good feelings?" If most of the children decide to listen today a great deal is still being accomplished. By being exposed to a discussion of this nature an important concept is being developed. The children also gain ideas about how to give themselves good feelings by listening to what the other children say they do.

After reviewing, summarize today's session by asking the children, "Sometimes can you do something to give yourself good feelings?" Try to get a response from each child.

Unit 1 – Six Weeks on Awareness: Feelings, Thoughts and Behavior

Week 5 – Pleasant Thoughts

Monday:	I Can Tell a Nice Thought About Something That Tastes Good
Tuesday:	I Can Tell a Nice Thought About Something That Smells Good
Wednesday:	I Can Tell a Nice Thought About Something That I Enjoy Hearing
Thursday:	I Can Tell a Nice Thought About Something That Feels Good to My Fingers
Friday:	I Can Tell a Nice Thought About Something That I Like to Look At

Week 5 – Pleasant Thoughts

Monday – I Can Tell a Nice Thought About Something That Tastes Good

Today we return to the thinking aspect of awareness – as opposed to feeling and behaving. While the session should still concentrate on the *feelings* of each child – describing thoughts brings feelings to our attention in a new way.

In this session, the children become aware of their own thoughts, and the feelings associated with them, through verbal expression. They also become aware, through listening, that other people have thoughts too and that sometimes they are the same as their own and sometimes they are different.

Open the session by announcing that you are thinking about something. You are having a thought and it's about something that tastes good to you. Then tell the group that unless you tell them what your thought is, they will never know. That's the way thoughts are. Sometimes you can tell how somebody feels by the expression on their face or the way their body is reacting, but thoughts are more inside of people. Then tell the group what you are thinking of that tastes good to you. Tell them how you feel when you are tasting it and perhaps even relate a story about a time when you ate a lot of it and were very happy. Then ask the children if any of them are having a thought about something that tastes good to them. Give every child who wishes to speak a turn. Be sure to ask him to tell about the feeling he has when he thinks about the thing that tastes good to him.

As the session progresses be especially careful to point out the similarities and differences between the children as they relate their thoughts and feelings about things that taste good to them.

After reviewing the thoughts and feelings that each child reported, by way of summary ask the children all three or any one of the following questions: "Do the same things always taste good to everyone?" "If something tastes good to me, should it taste good to you too?" "Is it okay to be different?"

Show your appreciation to the group for their contributions before ending the circle.

Week 5 – Pleasant Thoughts

Tuesday – I Can Tell a Nice Thought About Something That Smells Good

Today we continue with the theme begun yesterday in which the children are developing awareness of their thoughts and those of others by discussing another of the five senses – the sense of smell.

Proceed in the same manner as yesterday, telling the children that you are having a thought about something that smells good to you. Tell what the smell is. Describe it and the feeling it gives you.

After each child has had a turn to speak, review what each child said and summarize by asking the group if everyone thought of the same good smell. Discuss how people are different from each other and sometimes the same. Ask them, "Are you okay if you have different thoughts and feelings than other people?"

Tell the children that tomorrow we will be telling our thoughts about things we enjoy hearing and how these sounds make us feel.

Week 5 – Pleasant Thoughts

Wednesday – I Can Tell a Nice Thought About Something That I Enjoy Hearing

Continue with the same format as for Monday and Tuesday, bringing into sharper focus how everyone does have thoughts and feelings. We just don't have the same thoughts and feelings as each other all the time about everything.

Today ask the children, "What do you like to listen to?" "What sounds do you enjoy hearing?" "Would someone like to go first today and tell us about the thought you are having about something you enjoy hearing?" Since the children are accustomed to the format it is unlikely that there will be no volunteers. However, be ready to go first if need be. If the children have difficulty thinking of sounds, ask them to be very quiet and listen to the noises around them. Ask them which sounds sound good to them.

After everyone who wishes to speak has had a chance, review as a group the thoughts and feelings that were shared.

Ask the children: "Does everyone always like the very same sounds all the time?" "Is it okay if you enjoy hearing something that other people don't like?"

Tell the children that tomorrow we will talk about things that make our fingers feel good when we touch them.

Week 5 – Pleasant Thoughts

Thursday – I Can Tell a Nice Thought About Something That Feels Good to My Fingers

Follow the same general format. Discuss with the children how we have thoughts that our fingers give us. If we have ever touched the hot stove our fingers found out something and then we always have thoughts that warn us not to let it happen again. Discuss also how many things feel good to our fingers. Our fingers are happy and so are we inside when we touch certain things. But not everyone likes to feel the very same things.

Ask for volunteers to tell a thought to the group about something that feels good to their fingers. If the children have trouble thinking of things, ask them to feel themselves – their hair, their skin, the cloth in their clothing, buttons, leather, etc. Ask them, "What do your fingers like to feel the most?" It might be a good idea for you to take your turn first.

Although the distinction may be difficult to make, ask each child as he participates to tell how he feels inside when his fingers touch the object he names.

After reviewing, ask the children: "What do you think it would be like if we couldn't feel things with our fingers?" "If something feels good to me, should it feel good to you too?"

Tell the children what tomorrow's topic will be.

Week 5 – Pleasant Thoughts

Friday – I Can Tell a Nice Thought About Something That I Like to Look At

Continue with the same general format. Discuss with the children how lucky we are to be able to taste, smell, hear, feel and see. Some people cannot see. If we are able to see, we use our eyes a lot, except when we are sleeping. Our eyes help us enjoy the world. Many things are especially enjoyable to look at because they are interesting, beautiful or maybe even funny.

Ask for volunteers. Give the children a chance to think of things on their own, but if they have difficulty ask them to look around. Ask them, "What can you see right now that gives you a good feeling when you look at it?" "Then tell us your thought about it." As they tell about what looks good to them, ask them how they feel when they look at it. Gradually introduce vocabulary such as "interesting," "fascinated," "beautiful," "enjoyable," etc.

After reviewing the thoughts and feelings that each child told about, ask the children: "How do you feel about being able to see?" "Do we all think the very same things look good?" "Should we?"

Teachers of the blind: Instead of the above, ask the children to tell how they feel when they are in a place they like to be in. Ask them what they hear, smell and feel with their fingers when they are there. If necessary, suggest places, such as the beach, their backyard, being in the bathtub or in a car, etc., after giving them sufficient time to think of places on their own.

Unit 1 – Six Weeks on Awareness: Feelings, Thoughts and Behavior

Week 6 – Positive Behavior

Monday:	I Can Greet You
Tuesday:	I Can Serve You
Wednesday:	I Can Serve You
Thursday:	I Can Do Something Nice For You
Friday:	I Can Show How I Did Something Nice

Week 6 – Positive Behavior

Monday – I Can Greet You

Since this activity is so generally loved by the children, it re-opens the area of behavior, particularly positive behavior, on a very happy note. Today the children will experience again as they did on Tuesday of the third week when they had this activity for the first time, how good it feels to behave positively and to receive positive behavior from someone else.

Tell the children what the session will be about and review briefly the different ways that people greet each other. Then begin by greeting a child. Ask him how he feels and tell how it made you feel too. Then ask for volunteers to greet other children. Be sure that each child has been greeted and has had a chance to greet another. Be sure also to ask the children to report how it felt to greet and be greeted.

After everyone has had a chance show your appreciation to the group for their positive behavior and ask them: "When you get home today and you want to make someone feel good what is something you could do?"

Week 6 – Positive Behavior

Tuesday – I Can Serve You

Today we have an opportunity to behave positively toward each other in another way. We will each have a chance to serve someone and to be served.

Bring a dish of nuts, raisins, cheese or something of this nature to the circle on a dish, being sure that there is at least one equal portion for each person.

Tell the group that today we are going to have a chance to receive something good to eat and to serve it too. Begin by picking out a child and tell the group that you think it will probably make him feel good if you serve him. Then do it and place the dish in the center of the circle. Before asking for volunteers, ask the child you served how it made him feel. Then tell how it made you feel.

Be sure that every child has the chance to serve another and that each person, including yourself, has received what is being served from another child. Ask each one how it feels to receive the serving and how it feels to be the one to serve someone else.

If time permits and interest is high the group may experience another round of serving, possibly with some other food.

To summarize, ask the group, "How does it feel to have someone serve you?" "How do you feel when you serve someone?"

Week 6 – Positive Behavior

Wednesday – I Can Serve You

This is a repeat of yesterday's activity.

Add variety if possible today, by having a different food for the children to serve each other. Also encourage them to pick someone to serve today who they did not choose yesterday.

As before, continue to emphasize the relationship between their positive behavior and the good feelings which are engendered in themselves and the recipients of their actions.

Summarize today by suggesting to the children, "Think of other times and places where you could serve someone." Encourage them to share their thoughts with each other.

Tell the group that tomorrow they will have a chance to show each other how they did a kind thing for someone.

Week 6 – Positive Behavior

Thursday – I Can Do Something Nice For You

This is another opportunity for the children to continue the direct positive behavior to one another begun on Monday. By focusing on situations in which they experience their own and the positive behavior of the other children, their awareness of how this kind of behavior affects feelings is increased.

Discuss briefly how good the serving activity yesterday made us feel. Then say that today we are going to have another chance to do something nice for someone else. Discuss what kinds of things could be done in the circle that would make someone else feel good. You may find that it will not be necessary for you to take your turn first today, since they have experienced this activity before in the third week.

Be sure that each child has a chance to do something nice for someone he chooses. If necessary, some children may be called on a second time so that everyone receives a kind action including yourself.

Keep the focus on the feelings of the children. Ask them how they feel as they complete their actions.

By way of summary ask, "Later on, when you are playing, if someone does something nice for you how will you feel?" "How will they feel if you do something nice for them?"

Week 6 – Positive Behavior

Friday – I Can Show How I Did Something Nice

Today the children are given another opportunity to demonstrate to the group a positive action which they undertook some other time and in some other place.

Remind the group that we did this activity once before (on Friday of the third week) and discuss how each person will have a chance to show the group how they did something nice for someone, something that made that person feel good. To show what they did they can pantomime the action or do it over again, such as saying something nice to someone.

Take your turn first, telling what it was about as you show them with your body and/or hands. Then ask for volunteers. Allow the children to guess what the action was when a child is limited by words. If they can only tell what it was they did, ask the group to suggest ways the child could show the action, too.

Be sure to ask the children to tell how they felt when they did the kind action. Ask them also how the recipients of the action seemed to feel.

After reviewing what each child showed and the feelings he reported, summarize by asking: "When we say that something is a 'nice' thing to do, what makes it 'nice'?" If clarification is needed ask: "How will it probably make someone feel if you do a 'nice' thing for them?"

Show your appreciation to the group, including those who only listened, for being in the session.

Unit 2

THE DEVELOPMENT OF MASTERY

First Semester

Format and Purpose

Seventh Week – Mastery in Personal Hygiene

Eighth Week – Mastery in Motor Coordination

Ninth Week – Mastery in Numerical Comparisons

Tenth Week – Mastery in Performance Skills

Eleventh Week – Mastery in Counting

Twelfth Week – Mastery in Perceiving Colors

Unit 2

THE DEVELOPMENT OF MASTERY

Format and Purpose

Mastery sessions are unique from those dealing with Awareness and Social Interaction in that they involve the physical performance of a task. The major purpose for these sessions, however, is to give each child a success experience. *The task itself is not the focus.* Rather, it is a vehicle set up precisely for the purpose of giving each child *deserved-positive-feedback* immediately after his successful performance, at an important time – when his peers are there.

For this reason, challenge can always be reduced so that each child is assured of success when he undertakes the task.

Sometimes the session is not held in the circle, such as the hand-washing activity which takes place with the group gathered at the sink. Each child has his turn while the others give their attention.

Your personal directions and commentary during the session are of great importance. Begin by giving very clear directions. Always demonstrate the task through to completion, saying as little as possible while you show them how the task is done. Demonstrate slowly and deliberately, never rushing. By knowing exactly what is expected the children are more likely to "take a chance" and volunteer.

As each child undertakes his performance, encourage the other children to watch and "pull for him." Do not allow distractions while a child is concentrating.

When each child performs the task successfully comment on his action using the words "*You can* (wash your hands) all by yourself!" or "*Can you ever* do things like that!" After some children have performed the task, ask other children, "Can she do that?" thereby allowing for her to receive positive feedback from a peer.

By praising the action you give him direct information he needs about his ability to manipulate the environment. Such praise, which describes, rather than evaluates, tells the child that he is effective and worthy.

As the children become more used to the sessions they begin to take joy in each other's accomplishments. An atmosphere of cooperation and congeniality gradually becomes more pronounced in the general learning environment, especially when these principles are carried over into other areas of learning.

In the circle, if a child attempts the task and has difficulty, help him only as much as is needed. Direct your praising commentary only to what was actually accomplished even if all the child succeeded in doing was to try.

Frequently during the Mastery session ask the children who have succeeded in performing the task how they feel.

To summarize each session ask the children, "How does it make you feel to know that you *can* (erase the chalkboard)?" Discuss how good it is to know that you can do things.

On the following pages, tasks which have been used extensively in the pre-school and kindergarten are listed and in some cases described briefly.

This general procedure may be applied to a wide variety of mastery situations that arise during the school day.

DEVELOPMENT OF MASTERY

Seventh Week – Mastery in Personal Hygiene
"I Can Take Care of Myself!"

Tasks for pre-school children:

I can relax my body.	(Following discussion, each child lies down and relaxes. Lift an arm or leg to see if it is truly limp.)
I can wash my hands.	
I can brush my hair.	(Using a mirror.)
I can brush my teeth.	(Use the latest dental guidance.)
I can dress myself.	Buttoning, snapping, buckling, zipping, or other.

Tasks for kindergarten children:

I can relax my body.	(Following discussion, each child lies down and relaxes. Lift an arm or leg to see if it is truly limp.)
I can wash my hands.	
I can brush my hair.	(Using a mirror.)
I can brush my teeth.	(Use the latest dental guidance.)
I can dress myself.	Buttoning. snapping, buckling, zipping, or other.

Additional activities for kindergarteners are: Using an emory board, nail file, combing hair, lacing or tying bows.

Unit 2

THE DEVELOPMENT OF MASTERY

Eighth Week – Mastery in Motor Coordination
"I Can Do It!"

Tasks for pre-school children:

I can sit down in a chair and get up again.	Without causing it to move (or having very little movement).
I can carry a chair.	
I can place a chair on top of a table.	(As noiselessly as possible.)
I can jump over something.	(If available use a candlestick. As the child jumps, the other children chant "_____be nimble _____be quick, etc." using his name.)
I can hop.	(The child decides which foot he would like to hop on. The group counts his hops. Allow three chances for each child.)

Additional activities: Opening the door and windows, and turning the lights off and on.

Tasks for kindergarten children:

I can carry a chair.	
I can place a chair on top of a table.	(As noiselessly as possible.)
I can pour water.	(From pitcher to glass.)
I can carry a tray.	(Which has objects on it. Set it down for him.)
I can carry a bowl of water.	(Fill the bowl no more than half-way. Set it down for him.)

Additional activities: Using the door stopper, and opening and closing drawers and cupboards.

Unit 2

THE DEVELOPMENT OF MASTERY

Ninth Week – Mastery in Categorizing, Space Relationships and Numerical Comparisons
"I Can Figure Things Out"

Tasks for pre-school children:

I can tell when things are the same and when they are different. (Bring a box to the circle which contains several pairs of like items. Hand each child, in turn, one item and ask him to find something in the box that is different from it – then something that is the same. He shows the group what he picks.)

I can tell what is near and what is far. (Name two things, or places in the classroom to each child. Then ask him to go and touch the thing that is nearest. Sometimes alternate, asking another child to go to the thing that is the farthest.)

I can tell what is big and what is little. (Name two things in the classroom to each child. Then ask him to go and touch the thing that is the littlest – or the biggest.)

I can tell what is up and what is down. (To each child name a thing that is generally found up in the air (flying airplanes, tree branches, clouds, the sky, the ceiling, etc.) or on the ground (people's feet, roads, grass, puddles, rocks, etc.). He then responds with "It is up," or "It is down.")

I know when there is many and when there is a few. (Bring two jars containing beans, marbles or other – one containing many and one just a few. Each child picks up the correct jar when you ask, "Which jar has many (beans)?" or "Which jar has a few?")

Tasks for kindergarten children:

I know when there is many and when there is a few. (Bring two jars containing marbles, beans or other – one containing many and one just a few. Each child picks up the correct jar when you ask, "Which jar has many (beans)?" or "Which jar has a few?")

I know which has the most and which has the least. (Repeat as above, substituting the words "most" and "least.")

I know when there is one or more than one. (Have several jars of varying amounts. The child picks up the jar that you point to and tells the group if it has "one" or "more than one.")

I know when there is one, two or three. (Have three jars available, one containing one, one containing two and one containing three (marbles). Hand each child one of the jars. He counts them in front of the group and then tells how many it contains.)

I know when there is one less. (Have two jars available – one containing two, and one containing three (marbles). Each child, in turn chooses a jar and counts the marbles. Then he removes one and counts them again. Help each child to say, "If I take one away then there will be _____(marbles).")

Increase the challenge, if necessary, by adding more jars containing more (marbles).

Unit 2

THE DEVELOPMENT OF MASTERY

Tenth Week – Mastery in Performance Skills
"I Can Use Things"

Clear demonstration first is very important during this week.

Tasks for pre-school children:

I can draw a line.	(Allow each child to make his line with the crayon he chooses. Later he may complete the picture.)
I can draw a circle.	(Same as above.)
I can stack blocks.	(Use about six large blocks.)
I can put a book in the bookcase.	
I can fold a piece of paper.	(Following the session he may wish to cut or color his paper.)

Tasks for kindergarten children:

I can open and shut a drawer.	(Without banging it or spilling the contents.)
I can cut a paper in two.	(Use small papers. Later he may use his paper to cut some more or for making pictures.)
I can draw on the chalkboard and then use the eraser.	(Have the children each draw a geometric shape.)
I can fold a cloth.	(Each child folds a square cloth, no larger than two feet by two feet, with at least two folds.)
I can fit things in a box.	(Have several items that can be fitted into a box in various ways. The child fits them in but the task is not completed until he has placed on the lid and it fits down on the box securely.)

Unit 2

THE DEVELOPMENT OF MASTERY

Eleventh Week – Mastery in Counting

"I Can Count"

Be sure to give your attention more to giving deserved-positive-feedback to each child as he succeeds, rather than to "teaching."

Tasks for pre-school children:

Begin on Monday with two small objects, such as beads. Each child tells how many, one or two (beads), you have in your hand as you randomly change from one to two. Beginning on Tuesday add another (bead) and allow each child to count them touching each one as he counts. By Friday there will be six.

Increase the challenge, if necessary, by beginning with more (beads) or by continuing the procedure carried out on Monday, adding another (bead) each day, making it necessary for the children to count the number in your hand before responding.

Tasks for kindergarten children:

Begin on Monday with three small objects such as beads. Each child in turn, counts the (beads) touching each one as he counts. Each day add one or two more (beads) and repeat the procedure.

Increase the challenge, if necessary, by beginning with more (beads) or by having the children count them in a foreign language or by twos. Use fewer (beads) for these two latter activities.

THE DEVELOPMENT OF MASTERY

Twelfth Week – Mastery in Perceiving Colors
"I Can Use Colors!"

Tasks for Pre-School Children:

Begin on Monday with three pairs of 3" x 3" square colored papers, cut from construction paper, preferably red, yellow and blue, the primary colors. Mix the six papers up and then place them carefully together side by side in pairs. Mix them up again. Then each child pairs them. Begin on Tuesday by adding another pair of cards in another color. Continue the procedure, matching the pairs, until by Friday seven pairs are in use. The secondary colors, orange, green, purple, then black should be introduced next. Do not stress the color names in these activities, only the child's visual ability in pairing the color cards.

Tasks for kindergarten children:

Follow the procedure described for pre-schoolers beginning on Monday with four or more pairs of color cards. On Tuesday and Wednesday add one to three more pairs of cards each day. Use the names of the colors as they are worked with, but do not stress that the names be mastered yet. On Thursday bring only one card from each pair of red, yellow and blue. Each child points to the color you name as you name it. On Friday hold up a card and ask the child whose turn it is to name its color. Due to the rapidity of the procedure on Thursday and Friday, each child may have more than one turn.

To increase the challenge use more colors on Thursday and Friday.

Another activity is to have the children place several sheets of paper or crayons which are all shades of the same color, in a row from the darkest to the lightest. Have several sets for them to choose from, each having several shades of a different primary or secondary color.

SOCIAL INTERACTION

A Six Week Unit

First Semester (Weeks 13 – 18)

Unit 3

Week 13 – Understanding How Other People's Behavior Affects Me

Week 14 – Understanding How My Behavior Affects Others

Week 15 – Learning About Cooperation

Week 16 – Acquiring Social Skills

Week 17 – Learning to Offer Kind Behavior

Week 18 – Learning to Ask for Kind Behavior

Unit 3

SOCIAL INTERACTION

A Six Week Unit

Week 13 – Understanding How Other People's Behavior Affects Me

Monday:	I Can Show What He/She Did That I Liked
Tuesday:	I Can Show What An Adult Did That I Liked
Wednesday:	I Can Show What Someone in the Group Did That I Liked
Thursday:	I Can Tell What Someone in the Group Did That I Liked
Friday:	I Can Tell What the Teacher Did That I Liked

Supplementary Topics:

- I Can Show/Tell What an Animal Did That I Liked
- I Can Show/Tell What I Wish a Person Would Do For Me. How It Would Make Me Feel Good

Unit 3

Week 13 – Understanding How Other People's Behavior Affects Me

Monday – I Can Show What He/She Did That I Liked

Begin the session by telling the children that today each of us will get a turn to show what somebody did that we liked. Discuss how we liked it because it gave us a good feeling in some way.

The action and discussions in the sessions this week revolve around the actions of other people but the real focus is on how each child had a good feeling and gave his approval.

Begin the session by enacting or pantomiming what someone did that you liked, possibly with the help of one of the children who will "play" you as you play the part of the other person. Allow the children to guess what it was but do not let the guessing aspect become the focus. If no one guesses right away tell the children what it was and who did it but emphasize how it made you feel and how you feel now as you remember it. If you had a child assist you in the drama ask him how he would have felt if it had really happened to him.

Then ask the children, "Who would like to show what someone did that gave you a good feeling?" Ask them to tell what it was and who did it if no one guesses. Then ask them to describe the feelings they had then and now. As soon as a child has taken a turn ask another child to "feed back" to him what he heard him say. In this way he knows he was listened to.

Let the children know that they do not have to enact what someone did that they liked. If they prefer they may just tell us about it. Another child may wish to enact what the child tells.

During the next two weeks the children may wish to choose another child to help them with their portrayals of what happened, after you have shown them how this is done. Assist them as needed during their portrayals.

As the session proceeds let the children know that you appreciate their active involvement and good listening.

Make sure that every child who wants one gets a turn.

At the close of the session summarize by asking the children: "When someone does something that you liked that means that they made you feel _____."

Week 13 – Understanding How Other People's Behavior Affects Me

Tuesday – I Can Show What An Adult Did That I Liked

Today's session provides further expansion of the children's awareness that they are affected by the behavior of other people and that they can and do give their approval, *even when the person is an adult.*

Proceed as for Monday. Begin by showing what some adult did when you were a child that you liked. Tell them about it and how you felt. Then ask the children to think of something that some adult ("grown-up," "big person") did that they liked.

After reviewing, summarize by asking the children "Do some of the things other people do cause you to have feelings?"

Week 13 – Understanding How Other People's Behavior Affects Me

Wednesday – I Can Show What Someone in the Group Did That I Like

This is a powerful session because it involves positive feedback to some, hopefully all, of the children in the group about their actions. In this way it carries a double impact.

Follow the same basic format as for Monday and Tuesday, taking your turn first. Begin by telling who the child in the circle is who did something that made you feel good, then enact what the child did. He will probably guess what it was first. Tell the group how the action made you feel and then ask him how he felt when he did it. Be sure to ask him how he feels right now too.

Repeat this procedure with the other children who wish to participate, asking them to tell who the person in the circle was who did something that made them feel good.

As each child has his turn ask him to show what some other child did. In this way as many children as possible would have an opportunity to be included.

At the close of the activity summarize by asking the children, "Can other people cause you to feel good?"

Week 13 – Understanding How Other People's Behavior Affects Me

Thursday – I Can Tell What Someone in the Group Did That I Liked

This is a continuation of yesterday's activity differing only in that today the children will simply tell, rather than show, what someone did that gave them a good feeling.

It may not be necessary for you to take your turn first today because by now the children probably know the procedure. Be sure that as each child takes his turn he names the person in the circle who made him feel good first. Focus on his feelings and how the child who was named feels *right now*. If some of the children still wish to "show" what someone did that they liked, allow them to do so.

After reviewing, summarize by asking the children, "When you tell someone that they made you feel good, how will it probably make them feel?" "When they tell you that you made them feel good how will it probably make you feel?"

Before leaving the circle tell the children that tomorrow they will have a chance to tell what you did that they liked.

Week 13 – Understanding How Other People's Behavior Affects Me

Friday – I Can Tell What the Teacher Did That I Liked

Here is an opportunity for you to receive some positive feedback, which the children will enjoy giving.

Start the session by telling the children about something that one of the teachers you had as a child did that made you feel good. Concentrate on telling how you felt good. Describe the feeling. Then ask the children if you have done something that made them feel good.

As each child relates his story and tells how he felt let him know how much you appreciate his comments and how he is making you feel.

After reviewing, summarize by asking the children, "Do I do things that make you have feelings?" "When you tell me about something I did that you liked, how does it make me feel?"

Unit 3

SOCIAL INTERACTION

A Six Week Unit

Week 14 – Understanding How My Behavior Affects Others

Monday:	I Can Show What I Did That Someone Liked
Tuesday:	I Can Show What I Did That An Animal Liked
Wednesday:	I Can Show What I Did That Someone in the Group Liked
Thursday:	I Can Tell What I Did That Someone in the Group Liked
Friday:	I Can Tell What I Did That the Teacher Liked

Supplementary Topics: I Can Show/Tell What I Did That an Adult Liked

I Can Show/Tell What I Am Going to Do For Someone That They Will Probably Like

Week 14 – Understanding How My Behavior Affects Others

Monday – I Can Show What I Did That Someone Liked

This week's activities deal with the other side of the behavioral spectrum. Last week we were concerned with how other people's behavior affects us and now we shall be concerned with how our behavior affects them.

In simple terms discuss these ideas briefly with the children and then enact something you did that made someone feel good, possibly with the assistance of one of the children to play the part of the person in your story while you portray yourself. Allow a brief guessing period about what it was that you did. Then tell what you did and how the person responded so that you knew that he liked your action. Tell how it made you feel too. Then ask for volunteers to do likewise.

At the completion of each child's turn ask another child to reflect back to him briefly what he observed and heard. Be sure to give them credit for paying attention and listening.

To summarize ask the children, "Can you do things that will make people feel good?"

Week 14 – Understanding How My Behavior Affects Others

Tuesday – I Can Show What I Did That An Animal Liked

Discuss briefly with the children how animals have feelings just like we do and how the way they feel depends a lot on how we treat them.

Then enact a brief drama, possibly with the assistance of one of the children, to show something you did that made an animal feel good. After a brief guessing period, describe what you did and how the animal responded so that you knew he felt good. Tell how it made you feel. If a child played the part of the animal ask him how he would have felt if he actually had been the animal and you had really done this to him.

Then allow the children to take turns, assisting them as needed. Be sure each child who wishes to, gets involved, at least as a participant in another child's drama.

Following a review of what each child said, summarize the activity by asking the children, "Do animals have feelings like we do?" "Can we do things to give them good feelings?"

Week 14 – Understanding How My Behavior Affects Others

Wednesday – I Can Show What I Did That Someone in the Group Liked

Today the children will deal with each other on a more personal basis as they did last week on Wednesday and Thursday. Each child who participates will have an opportunity to openly give himself credit or "own" a positive action he has done, by re-enacting it and talking about it.

Begin by taking your turn first. Name a child and ask him if he liked it when you did some particular action. If he says "yes," enact it again for the group, possibly with his assistance. Tell about it and ask the child in what way it made him feel good. Then tell how it makes you feel to know you gave him good feelings.

Ask the children to think of things they did which may have given another child, one who is in the group, good feelings.

This is a challenging activity, so guide them carefully through the steps you took. If the children have difficulty thinking of things they may have done to make another child in the group feel good, help them get started by reminding them of the things they were told about last Wednesday and Thursday. On these days they heard about what they had done to give other children good feelings. Suggest that they show how they did these things. Another approach would be to briefly repeat this step again, soliciting more positive feedback. Ask the group, "Who can think of something that (Susana) did that you liked?" After someone has responded, suggest to (Susana) that she re-enact what she did and tell us about it. If no one responds, tell her something she did that you liked.

As the session proceeds let the children know you appreciate their involvement and good listening.

Summarize at the end by asking, "When you know you did something that made someone feel good, how does it make you feel?"

Tell the children that we will do this very same thing tomorrow, except that we will just tell what we did that someone in the group liked.

Week 14 – Understanding How My Behavior Affects Others

Thursday – I Can Tell What I Did That Someone in the Group Liked

This is a continuation of yesterday's activity and follows the same format except for the substitution of verbalizing only rather than enactment of the stories and verbalization.

If some of the children wish to show what they did as well as tell about it allow them to do so.

To summarize ask the children, "Can you make other people feel good?"

Tell the children that tomorrow each of them will have a chance to tell what they did that you liked.

Week 14 – Understanding How My Behavior Affects Others

Friday – I Can Tell What I Did That the Teacher (or Person Leading the Session) Liked

Very matter-of-factly discuss briefly with the children how you have feelings just like they do and that how you feel at school has a lot to do with the way they behave. Tell them that they often do things that cause you to have good feelings.

Take your turn first by telling something you did that made one of your teachers feel good. Describe it and tell how you know he/she felt good. Then tell how you felt, knowing you had caused the good feeling, and how you feel now, as you remember it.

Then ask the children to volunteer to tell about something they did that you liked. As each child volunteers ask him what he did that he thinks you liked. Let him know right away if he is right. If he should mention something that you did not like ask him to try again and/or tell him about something he did do that gave you good feelings. Then ask him to tell about what he did and how he felt. Also ask him how he feels now.

As each child completes his turn ask another child to repeat back to him what he heard him saying.

To summarize ask the children, "Can you do things that give me good feelings?"

Unit 3

SOCIAL INTERACTION

A Six Week Unit

Week 15 – **Learning About Cooperation**

Monday:	I Can Pick Up Blocks With You
Tuesday:	I Can Carry a Table With You
Wednesday:	I Can Cooperate With You Putting On and Taking Off a Jacket
Thursday:	I Can Put Up Pictures With You
Friday:	I Can Cooperate In Many Ways With the Teacher

Week 15 – Learning About Cooperation

Monday – I Can Pick Up Blocks With You

Experience is the best teacher. By actually cooperating with each other and talking about the advantages gained and their good feelings, the children will have a more clear idea of what cooperation is and why its a good idea.

Before beginning the session empty a box of blocks on the floor near the circle, keeping the box handy.

Begin by asking the children if they have ever helped somebody who needed their help to do something. Without them they probably could not have done what they wanted to do. Or perhaps they were the one who needed help and someone came and gave them the help they needed. We call giving help like this *cooperating.*

Discuss with the children how cooperation takes the willing participation of two or more people before it can occur. Then ask them not to move yet but to let you know if they would like to cooperate with each other picking up all those blocks over there. Tell them you will choose two (or three) children, then do so. Select the children, giving them the box and help them get started putting the blocks as noiselessly and efficiently as possible, into the box while the group watches. As the children work give them deserved positive feedback, such as "you sure can cooperate with each other." When all the blocks are in the box call the children back to the circle and ask them: "If you'd had to pick up those blocks all by yourself what would that have been like? What made it easier to do it this way? Can you cooperate with other people?" Finally, ask each one "How does it feel to cooperate?"

Repeat this procedure, spilling out the blocks and allowing two or three other children to pick them up. Then discuss it until all of the children who wish to take their turn have done so.

At the end of the session summarize by asking the children, "Is it easier for you to do a hard job if someone cooperates with you?"

Week 15 – Learning About Cooperation

Tuesday – I Can Carry a Table With You

Begin the session by reviewing the way we cooperated yesterday. We picked up blocks together. It was a lot easier, quicker and more pleasant to do it cooperatively than it would have been if each of us had done it by ourselves.

Then tell the children that you have noticed how hard it is to move a table by yourself. You may wish to demonstrate how difficult it is with a nearby table as they watch. Discuss the disadvantages, how long it takes and how it scrapes against the floor, etc. Then ask them if they think it would be easier if two people cooperated with each other to carry the table and invite one of the children who indicates that he believes it would be, to come and try it.

Stand at one end and have him stand at the other. Let him know before he lifts it how far you think you should plan to carry it together. Then ask him to lift his end as you lift yours and carefully walk sideways together carrying the table to its destination. Then thank him for his willingness to cooperate and the other children for paying attention.

Repeat this procedure until all of the children who wish to take their turn have done so, allowing two children at a time to carry the table. Guide them as necessary as they do so. Suggest to some of the children that they carry the table in other directions rather than just from side to side, deciding first who will back up and who will walk forward.

As the children carry the table comment to them about how well they can cooperate in this way. After each child has had a turn ask them if they can cooperate with someone else to carry a table and encourage each one who did it to respond in a complete sentence beginning with, "I can cooperate . . . (with Sally)." Then ask each one who did it how he feels about it.

To summarize ask the children, "If you see somebody trying to do a very hard thing, like move a table all by themself, what could you do?"

Week 15 – Learning About Cooperation

Wednesday – I Can Cooperate With You Putting On and Taking Off a Jacket

Today we give the children a practical lesson in cooperation which they may use every day.

Begin the session by discussing with the children how when you were their age someone usually helped you to get dressed because some parts of getting dressed are pretty difficult and cooperation is needed. Discuss with them briefly some of these intricacies and how good it is to get help sometimes.

Then ask one of the children to help you out by coming up by you to demonstrate to the group how one person can cooperate with another person while he puts on and takes off a jacket. As the child who volunteered puts the jacket on let him do everything until he starts to put his second arm in the sleeve, then slowly and deliberately hold the shoulder part of the jacket, holding it so that he can easily insert his hand and arm. As he takes it off, hold the end of one of the sleeves as he pulls his arm out. Then let him finish taking it off. Point out to the children what you are doing as you do it.

At this point ask the child who volunteered how he feels to have someone cooperate with him. Tell how it made you feel. Then ask him if he would like to cooperate with someone as you did while they put on and take off the jacket. Ask him to select one of the children. When that child has put on and taken off the jacket with the help of the first child ask the second child to select another child and so on, helping them only as much as is necessary. As each child who has completed his turn sits down in the circle thank him for his cooperation.

After each child has been aided by another ask both children how they feel cooperating this way with each other. Point out how little you have to do sometimes to be a very big help to someone.

After each child who wishes to take his turn has had a chance ask the children, "When can we cooperate by helping each other with our jackets and sweaters here at school?"

Week 15 – Learning About Cooperation

Thursday – I Can Put Up Pictures With You

It will be necessary for this session to be held near an empty bulletin board, wall, or chalkboard. Have on hand some kind of art work for display done by each child in the group and an extra for demonstration. Also have tape or thumb tacks ready. The pictures should be posted across the base of the chalkboard or some other place at the children's reach.

Explain to the children that you would like to display the art work and you need their assistance. Then ask one of the children to come up to the place where the pictures will be posted and hold one of the pictures in place with both hands as you put in the thumb tacks (or use the tape). Do this slowly and carefully explaining what you are doing as you do it. Then find his picture. Show it to the group and ask him if he would like to put it up with another child's cooperation. Have him choose a child to hold his picture in place in a spot you designate while he uses the tape or thumb tacks. Hand him each piece of tape or tack as he proceeds and help him no more than necessary as he labors. When he finishes ask him how it felt to cooperate with you and to have the other child cooperate with him. Tell how you felt and ask the second child how he feels. Then ask the second child to choose someone to cooperate with him while he puts up his picture.

Follow this procedure until every child has had a turn to assist another child as he puts up his picture and to put up his own picture with someone else's cooperation. As each child chooses someone to cooperate with him ask him to choose someone who has not yet been chosen.

During the posting of the pictures discuss with the children how awkward it is for someone to put up these pictures without cooperation and how easy it is to help out.

Summarize by asking the children, "How does it make it easier for someone to do something that is hard to do when you cooperate with them?"

Week 15 – Learning About Cooperation

Friday – I Can Cooperate In Many Ways With the Teacher (or session leader)

Discuss with the children some of the things we've been finding out about cooperation:

First of all you have to decide that you will cooperate and so does the other person(s).

Things are done quicker and more easily when people cooperate.

It's very easy to do usually, and most important of all *it makes people feel good.*

Discuss with them how they have been doing a lot of cooperating with each other in the circle this week and maybe they hadn't thought about it before but they also have been cooperating a lot at school with you. Give them several examples.

Then tell something specific you remember doing at an early age at school to cooperate with your teacher. Tell how it seemed to make her feel and how you felt about it. Then ask the children if anybody would like to say, "I can cooperate with (naming you) by . . ." and then tell what he did to cooperate with you. As he completes his story make your own comments about it, telling how his cooperation made you feel. Then ask him how he felt then, and right now.

Repeat this procedure with each child who wishes to take his turn showing your appreciation to him for his willingness to participate and to the other children for listening and paying attention.

You may wish to suggest that the children demonstrate their cooperative behavior for the group, re-enacting what they did to cooperate with you. Participate in the drama as much as is needed to demonstrate what occurred.

After each child takes his turn ask another child to feed back to him what he observed or heard him tell.

Summarize by asking the children, "How do I feel when you cooperate with me at school?"

Unit 3

SOCIAL INTERACTION

A Six Week Unit

Week 16 – Acquiring Social Skills

Monday:	I Can Show How I Greet My Friends
Tuesday:	I Can Show How I Meet New People
Wednesday:	I Can Show What I Do When I Go to Someone's House
Thursday:	I Can Show What I Do When Someone Comes to My House
Friday:	I Can Show How I Answer the Phone

Week 16 – Acquiring Social Skills

Monday – I Can Show How I Greet My Friends

The activities of this week are primarily concerned with helping each child to understand that *friendly* behavior in social situations almost always causes pleasant feelings in everyone concerned. The activities are not geared for equipping the children with stock polite phrases and gestures. The purpose is to help the children acquire a language with which to express their appreciative feelings.

Friendly greetings set a positive tone for good human interactions. This session differs from the others in which the children greet each other, mainly in that there is more spontaneity and less structure. It more closely resembles "real" social situations.

Begin the session by asking the children to think of the ways that we let other people know we like them, especially when we first see them.

Tell about a time recently when you walked into a room and no one greeted you. Tell how you felt and encourage comments from the children. Then tell about another recent experience in which you were warmly greeted by people when they first saw you and how that made you feel.

Then tell them that you are going to leave the circle for a moment and then return. Ask them to pretend that they haven't seen you yet today and when you return to greet you in some friendly way. Briefly discuss the options, such as, speaking, shaking hands, hugging, showing you to your seat, etc. Then do it encouraging the children to be spontaneous, each one greeting you in the friendly way he feels at the time. When all of the children have greeted you tell the group how they made you feel.

Now the ice is broken! Choose the children to have a turn as they volunteer. When each child who wants a turn has been greeted, ask him, "Can you tell us all about the feeling you have right now?"

To summarize ask the children, "How can you make someone feel good when you first see them?" Encourage a brief discussion.

Be sure to let the children know that you appreciate their enthusiasm and willingness to get involved.

Week 16 – Acquiring Social Skills

Tuesday – I Can Show How I Meet New People

The way we introduce ourselves has a lot to do with the way other people relate to us. Friendly introductions lead to positive relationships.

Discuss with the children how it feels when you don't know somebody who you find yourself with. Maybe you are "new" and you don't feel at home yet. If the other person is "new" that's probably how he is feeling.

Ask them what they think they should do in this kind of situation leading the discussion to the importance of friendly introductions.

Then suggest, "Let's pretend that Martha (choosing a child), doesn't know me. I'm going to tell her who I am – I'm going to introduce myself. I'm sure I will like her because she looks so nice and I'm sure she will like me too." Then, keeping it as simple as possible, introduce yourself to the child, and ask her to come to the middle of the circle for the drama. After introducing yourself "learn her name."

At this point ask the child you chose how she feels and tell your own feelings. Then discuss with the children what you did and how you did it. Ask them to suggest other things you might have done or said. Then ask the children to volunteer to introduce themselves in a friendly way to a child whom they choose. Guide the children during their introductions no more than necessary. When two children are through ask for comments and suggestions from the other children. Suggest that the child who has introduced himself ask the other, "Will you play with me?"

Be sure to ask each child how it makes him feel to have someone introduce himself to him in such a friendly way. Ask the child who introduced himself how he feels too.

Give every child who wishes to take his turn the opportunity. As the children choose each other to introduce themselves to, encourage them to pick someone who has not been chosen yet.

As a summary, ask the children "The next time you are with someone you don't know, what could you do?"

Week 16 – Acquiring Social Skills

Wednesday – I Can Show What I Do When I Go To Someone's House

There are lots of occasions for visiting other people. Sometimes the children will be in someone else's home because their parents took them. Today, however, we will limit the situation to pretending that the children are visiting the home of a child we know who is our friend and someone else, besides that child, comes to the door.

Begin the session by discussing how it feels when we go to someone else's house. Sometimes it is exciting or nice and sometimes maybe a little scary. Tell the children about how you felt when you were little when you went to play with friends at their houses. Discuss how good it feels when the person who comes to the door is friendly and how it probably makes them feel if you are friendly.

Ask the children to pretend that you are little again and that you are coming up to the door of (Angela's) house (choosing one of the children who you are sure will catch on). Ask (Angela) to pretend to be her Mother and to answer the door. Then carry out the drama, knocking on the door, greeting "(Angela's) Mother" in a friendly way, and asking if you could play with (Angela). When you are admitted, tell her "thank you." When the drama has been completed ask (Angela) how it made her feel when you were friendly. Then tell how you feel about it.

Ask the children if they would like to show how they can be friendly when they go to play with one of their friends at his house. As the children volunteer, ask them who in the circle they want to pretend to visit. Play the part of this child's mother or other family member who answers the door. Encourage them to name someone who has not yet been mentioned today. As each child completes his turn tell him how he made you feel and ask him how he feels.

After everyone who wishes has had their turn ask the children, "How does it make other people feel when you go to their house and you are friendly to them?" "If they are friendly to you how do you feel?"

Week 16 – Acquiring Social Skills

Thursday – I Can Show What I Do When Someone Comes to My House

Today's session is almost the same as for yesterday. However, today we will be considering the feelings of those who are involved when the children are the ones who answer the door and someone, such as a friend of their father's is there.

Begin the session by discussing what we did yesterday in the circle and how good it feels when people are friendly to each other. Tell the children that when a friend comes to your house you try to be as friendly as possible, because you want them to feel good. If the children answer the door they should invite the person in if they know he is a friend of someone in their family. If they don't know them they should ask them to wait while they get someone who is older to come to the door. Either way the person will feel good if they are friendly to him.

Then ask one of the children to help you show what they could do when someone comes to their house. Ask them to pretend that you are a child and the person at the door, the child you have chosen, is Mr. _____ (the child's first name) and *you know* that he is your Father's friend.

Carry out the drama with the child, asking him to knock on the door. Open the door, greet him, cordially invite him in and ask him to sit down, while you go tell your father that he is here.

Then allow the children to take turns. Portray the part of yourself, the teacher making a home visit, or some adult friend to the family as each child portrays himself. Assist the children with their parts no more than is necessary. It is not important that they remember to say and do everything you did when you answered the door. If they are friendly they are grasping the idea. When each child has completed his turn tell him how his friendly behavior made you feel. Ask him how he feels too.

To summarize, ask the children, "How do people feel when they come to your house and you are friendly to them?" "How will they probably feel about you?"

Week 16 – Acquiring Social Skills

Friday – I Can Show How I Answer the Phone

Two telephones are needed for this activity.

Discuss briefly with the children that we have been finding out how people feel when they are friendly with each other.

Ask them if they have ever been the one to answer the phone when it rang. People can be friendly (or not friendly) with each other when they are talking on the phone too. Tell them how you feel when someone is not friendly to you when they answer the phone and how you feel when they are friendly.

Then ask the children for a volunteer to pretend that they are an adult who calls to speak to your mother. You will pretend to be a child and you will answer the phone. Choose a child who you believe will be able to do this.

Ask the child to dial his phone and then say "ring, ring." Answer your phone and say "Hello," in a friendly way. Then ask him to say, "Hello. Is your mother there?" Then respond. "Yes. Please wait a minute and I'll go get her." Then put the phone down. Before going on to the next child ask the first child how your answering the phone in a friendly way made him feel. Tell them how you feel too.

Then tell the children, "Okay, now I'm going to be the caller and you answer the phone in a friendly way like I did." Then proceed to choose the children to answer the phone as they volunteer.

After each child who wishes to take his turn has had the opportunity, briefly discuss what to do when the person the caller wants to talk to is not there.

By way of summary ask the children, "Who feels good when you answer the phone this way."

Unit 3

SOCIAL INTERACTION

A Six Week Unit

Week 17 – Learning to Offer Kind Behavior

Monday through Friday – I Can Offer to Do Something For You

This week the children will select a *different child each day* and ask him, "What could I do for you?"

By experiencing this kind of interaction each day this week with a different person, the children will begin to understand how we all have needs and that we can all help each other meet them. Point out to the children that instead of guessing there is a better way to find out what you could do for someone, and that is to ask him.

Begin each session by talking about how we all need attention from each other. We need to know that our friends will do things for us because they like us and they want to make us feel good. It's an especially good feeling when they ask us, "What could I do for you?" and then they do what we ask for. Tell the children that today each of them will get the chance to ask this question to someone they select in the group.

At this point each day discuss with the children the kinds of things they might want. Perhaps it might be knowing that someone will play house with them, brush their hair, walk home with them, etc. They might want to use your pen, have you read them a story, or give them a big smile and say, "I sure like you!"

When the children have the idea take your turn. Choose a child who you are sure understands and is likely to respond. Ask her what you could do for her. If the request is possible and agreeable do it right then if it is something that only takes a moment, if not commit yourself to do it later and say when you will do it. Be sure to keep the commitment.

Then ask, "Who else would like to choose someone and ask them what they could do for them?" Since this is a rather complicated procedure, at first guide each child carefully as he takes his turn through the steps of naming the person, asking the question and responding appropriately to the request. As they do the activity each day the children will become more familiar with these steps. When a child has had his request met or has a commitment that it will be met, ask him how he feels.

When children do not ask for things that are possible, and agreeable, discuss the problem with them and ask the child to think of something that the child who is offering the kind behavior could do and would like to do.

If a child who has been chosen can't think of anything to ask for make a suggestion based on what you know about his needs. Be sure, however, to give him plenty of

time to think of something on his own. Point out to the children that we will be "playing this game" all the days of this week so they will have lots of chances to ask for things.

As the children take their turns ask them to choose someone who has not been chosen yet. Let them know that you are ready to be chosen too. If only a few children want to take their turns this is to be expected. The children who are not doing it are listening and learning. In time they will be ready.

After everyone who wants to take their turn has had the opportunity, briefly review what the children requested and who complied. Review the feelings that were reported.

At the close of *each* session ask the children *one* of the five following summary questions:

"If you want to do something for somebody to make them feel good how could you find out what to do?"

"How does it make you feel when someone does what you ask them to do?"

"How does it make someone feel when you do what they ask you to do?"

"What is a good way to show someone that you like them?"

"If someone asks for something and you can't do it right then, what could you do?"

If it seems necessary after each session gently remind the children who made commitments to other children to keep their promise. At the beginning of the next session allow for a brief period of reviewing how commitments were kept. Ask the children to whom promises were made and kept how it made them feel.

Unit 3

SOCIAL INTERACTION

A Six Week Unit

Week 18 – Learning to Ask for Kind Behavior

Monday through Friday – I Can Ask You to Do Something For Me

The activities of this week differ from those of last week in that the children will be asking someone for kind behavior *without first having it offered to them.* This week they will be gaining experience at a somewhat more difficult kind of social interaction for many children. Each day this week they will select *a different child* in the group and simply ask him, "Will you _____ _____ _____ for me?"

Discuss with the children how much we've been learning about how we all have needs and how good it feels for someone to do something to help us and make us feel good. Sometimes we want or need something from someone but they don't know it. It is nice if they offer to do something for us but what if they don't! What we should do then is just ask them for what we want.

Each day briefly discuss the kinds of things we need and want from each other . . . to borrow something, a hug, to play with each other, to hear something that someone likes about us, and so on.

Then take your turn, saying, "I'm going to go first. I'm going to pick someone and then ask them to do something for me – something I know they can do and something that they will probably want to do." Then proceed to ask for something that the child could do right then. After the child has complied tell the group how you feel and ask him how he feels, too. If it was a little scary, say so.

As the children volunteer give minimal guidance through the steps of choosing someone and asking for something. Suggest that they decide what they are going to ask for before they volunteer. If a request is not possible or agreeable to the child who has been asked, point this out to the child who made it and discuss it briefly. Ask him to think of something else.

If a child is unresponsive it may be because he doesn't understand the request. Help him to understand what the child wants and how he might proceed to do it. If this doesn't work ask the first child to choose someone else. But reassure the child who was unable to comply that he is okay and he will have another chance to do something for someone, because we are going to do this each day this week.

When a child asks another for something that cannot be done for him right then, guide the child to whom the request was made to say if he will do it or not and to tell when he will do it.

After a child has taken his turn ask him how he felt when he was asking for what he wanted and how he feels now. Ask the child who met the request how he feels too.

As the children select each other to ask for something, encourage them to choose someone who has not yet been chosen. Let them know that you may be chosen too.

When every child who wants to take his turn has done so briefly review who asked for what and who met the request. Review also the feelings that were reported.

As the children participate in the activities of the seventeenth and eighteenth weeks they gradually begin to see the satisfaction people seem to feel when they do something for someone else. They begin to feel it in themselves too. Through experience they come to know that we all like to have someone do something for us. It feels good when we receive from others and it feels good to give too.

At the close of *each* session ask the children *one* of the five following summary questions:

"If someone does not say 'What could I do for you' and you really want something what could you do?"

"Is it sometimes hard to ask for something?"

"How do you feel when someone does something for you that you ask him to do?"

"How does someone feel when you do something for him that he asked for?"

"If someone asks for something and you can't do it right then what could you do?"

After each session remind the children who made commitments to keep their promises. As each session begins briefly review how the commitments were kept. Ask the children to whom promises were made and kept how it made them feel.

SECOND SEMESTER ACTIVITIES

Unit IV – Fourth Six Weeks – Awareness

Unit V – Fifth Six Weeks – Mastery

Unit VI – Sixth Six Weeks – Social Interaction

Overview for the Semester

Second Semester

Unit 4 – **Six Weeks on Awareness**

- Week 19 – Feeling Good
- Week 20 – Pleasant Thoughts
- Week 21 – Positive Behavior
- Week 22 – Feeling Good and Feeling Bad
- Week 23 – Pleasant and Unpleasant Thoughts
- Week 24 – Positive and Negative Behavior

Unit 5 – **Six Weeks on The Development of Mastery**

- Week 25 – Mastery and Language
- Week 26 – Mastery and Personal Hygiene
- Week 27 – Mastery in Motor Coordination
- Week 28 – Mastery in Numerical Comparisons
- Week 29 – Mastery in Performance Skills
- Week 30 – Mastery in Counting and Numeral Recognition

Unit 6 – **Six Weeks on Social Interaction**

- Week 31 – Understanding How Other People's Behavior Affects Me
- Week 32 – Understanding How My Behavior Affects Others
- Week 33 – Learning About Sharing
- Week 34 – Learning About Respecting the Rights of Others
- Week 35 – Learning to Offer Kind Behavior
- Week 36 – Learning to Ask for Kind Behavior

AWARENESS

Six Weeks Unit on Feelings, Thoughts and Behavior

Second Semester

Unit 4

Week 19 – Feeling Good

Week 20 – Pleasant Thoughts

Week 21 – Positive Behavior

Week 22 – Feeling Good and Feeling Bad

Week 23 – Pleasant and Unpleasant Thoughts

Week 24 – Positive and Negative Behavior

Unit 4 – Six Weeks on Awareness: Feelings, Thoughts and Behavior

Week 19 – Feeling Good

Monday:	I Can Show You Something I Feel Good About
Tuesday:	I Can Tell About Something That Makes Me Feel Good
Wednesday:	I Can Tell About a Time When I Felt Very Good
Thursday:	I Can Tell About a Place That Makes Me Feel Good
Friday:	I Can Tell About a Person Who Makes Me Feel Good

Week 19 – Feeling Good

Monday – I Can Show You Something I Feel Good About

This activity has always been a favorite. The children enjoy very much going and getting something and bringing it to the circle. As they interact in this manner with their environment and their peers, they receive a warm feeling of importance. This is probably due greatly to the attention they receive about their feelings. They find out that their feelings matter.

Encourage the children to bring something to the circle they receive good feelings from, whatever it might be. Tell them that the thing is not really so important but their *feelings* are. We want to know about them. Allow them time to think about what they are going to get and bring back to the circle.

As each child takes his turn, ask him to tell *in what way* the object makes him feel good.

As always, emphasize the importance of good listening. In the review of what each child said, stress repeating the feelings each person told about, not just what they brought to the circle. Let the children who demonstrate how well they listened know how much you appreciate it.

By way of summary ask the children, "Can everyone have good feelings?" "Did we all feel good about the same thing?" "Is it okay if you feel good about something that no one else felt good about?"

Week 19 – Feeling Good

Tuesday – I Can Tell About Something That Makes Me Feel Good

As in the first and fourth weeks, we continue to concentrate on things that make us feel good, but we move from bringing them to the circle to just telling about them. In this manner the children are able to see the value in increasing their verbal skills in order to get their ideas across.

Ask the children to think of the things they have at home that they enjoy playing with. As a group, name as many things as the children can think of, tricycles, boats, play dough, dolls, etc. Then ask them to think of one thing they like to play with the most. Give each child a turn to describe the object and what he does with it, helping him with his description as little as possible. Following the description, ask him to tell how he feels when he uses it, or plays with it. Encourage him to describe the feeling as much as he can.

As the session proceeds, discuss the similarities and differences in the children's choices. Be sure to take your turn too.

Following a brief review, return to the matter of similarities and differences in our choices. Summarize by asking, "Do we all do the same thing at home that we enjoy the most?" "Is it okay if your favorite thing is the same as for someone else?" "Is it okay if it is different?"

Week 19 – Feeling Good

Wednesday – I Can Tell About a Time When I Felt Very Good

This topic is slightly more abstract. It will necessitate the children's ability to remember things in the past. This is important to the child's deepening awareness of the time continuum and how good it feels now to remember, and talk about, things that felt good before.

Begin the session by telling the children to think about a time when they felt very happy. Briefly discuss several possible times, such as yesterday when we had ice cream, their birthday, last Christmas, and so on. Then take your turn, telling about something that happened to you in the recent past that made you feel very good. An incident when the children were present would be best in order for them to readily relate to what you are saying. Do not spend a great deal of time discussing the event or when it happened. Rather, concentrate on telling the children all about the feelings you had. Tell them how you feel now, just remembering it. Then ask for volunteers.

As each child takes his turn ask him how he felt then and how he feels now as he remembers. The circumstances surrounding the event are less important than the feelings.

Ask for volunteers to reflect back to each child what they heard him saying as he completes his turn.

To summarize, ask the children, "How do you feel now when you remember a time when you felt very good?"

Week 19 – Feeling Good

Thursday – I Can Tell About A Place That Gives Me Good Feelings

This activity differs from the one in the fourth week with the same name in that this place may be anywhere, rather than a location at school.

Most of us have at least one favorite place. Sometimes we don't even think about it but there are some places we just enjoy being. Today we bring into the children's awareness the realization that there are places we like to be because we feel good when we are there. We all have these feelings even though our "places" are different.

Begin by telling the group to think about how they have felt good and to remember where they were when they had these good feelings. Then tell about your favorite place, being sure to underscore the feelings you have when you are there. It might be because of the people who are there or because the site is beautiful and calm. Use new vocabulary which will broaden the children's capability to describe their experiences.

As each child participates, help him as much as needed to express the feelings he has when he is in his favorite place. Note similarities and differences in the feelings that are reported by the children.

After reviewing, summarize by asking, "Do most of us have a favorite place?" "Is it the same place for everyone?" "Is it okay for us to be different from each other?"

Week 19 – Feeling Good

Friday – I Can Tell About A Person Who Makes Me Feel Good

This activity is important because people affect our feelings deeply. When we know that someone likes us it is a very important experience.

Discuss briefly with the children how good it is to be with someone who gives us good feelings. They give us good feelings because they like us and we, in turn, like them because they give us these good feelings. Then tell them that each of us will have a chance to tell about the good feelings we have when we are with some person. It could be a brother or sister, a friend at school, their grandmother, or anyone. Perhaps it is someone in the group.

Ask for volunteers, but be ready to take your turn first if necessary. Help each child to tell about the good feelings he has when he is with the person he names. If a child tells about another child in the group, ask that child how it feels to know that someone likes him so much.

Help the children to give different reasons for liking different people, emphasizing that our friends mean a lot to us in different ways.

Briefly review together the persons who were named by the children and the feelings that were reported, showing your appreciation to the children for having listened well.

As a summary, ask the children, "Do people need to have friends?"

Unit 4 – Six Weeks on Awareness: Feelings, Thoughts and Behavior

Week 20 – Pleasant Thoughts

Monday:	I Can Tell A Nice Thought About What's In The Box
Tuesday:	I Can Tell A Nice Thought About An Animal
Wednesday:	I Can Tell A Nice Thought About a Dream
Thursday:	I Can Tell A Nice Thought About Something Funny
Friday:	I Can Tell A Nice Thought About Something That Surprised Me

Week 20 – Pleasant Thoughts

Monday – I Can Tell A Nice Thought About What's In The Box

Today's activity differs from the ones in the first semester with the same name in that it is done with an *imaginary* box. When we imagine something we use our brain to think of something that isn't real and nobody knows what our thought is but us, until we tell them.

Discuss the concept of imagining with the group. Then ask them to use their imaginations. Say "Imagine that I have a box here. You might imagine it to be a little box or a great big one. If there was something for you in the box, what would you like it to be?"

As the children volunteer, help them to concentrate on telling the group how they would feel if the thing they wish for was in the box and they could take it home. Keep the emphasis on how pleasant the thought is. Describing the thing is less important. Be sure to take your turn, too.

As the children participate ask them to tell about the similarities and differences between their wishes and feelings that they notice in each other. Emphasize how this is natural and acceptable.

Briefly review the feelings that each child told about, giving credit to those children who remember what the others said. Let them know how much you appreciate their good listening.

Summarize by asking the group, "When we use our imaginations do we all think of the same things?" "Is it okay if you imagine something different?"

Week 20 – Pleasant Thoughts

Tuesday – I Can Tell A Nice Thought About An Animal

Children love animals and enjoy having an opportunity to talk about them. As each child names an animal and tells how he feels about it the other children realize that we all can feel good about something, even though the specific thing for each person is different.

Begin the session by telling the children that you are having a nice thought about an animal. Tell them that you will let them know about your thought. Then begin telling them about your pet, if you have one, or the pet of a friend. Say what you like about him and what kind of feelings he gives you. Then tell how you feel when you feed or pet him, give him a bath, or play with him.

Ask the children to tell the group about the animal they are having a nice thought about. Some children may tell about a zoo animal or an unreal creature they saw in a cartoon. After each child has named his animal and described him briefly ask him to tell as much as he can about how he feels about the animal. Ask him also to tell how he makes the animal feel.

After reviewing briefly, ask the children, "Can animals give people good feelings?" "Can people make animals feel good?"

Week 20 – Pleasant Thoughts

Wednesday – I Can Tell A Nice Thought About A Dream

Children generally love to talk about their dreams. They also enjoy listening to the accounts of other peoples' dreams because they find out that they are not the only ones who dream. Other people, even the teacher, have just as wild, fantastic dreams as they do.

Begin the session by telling the children "I had a dream the other night and right now I'm having a nice thought about it." Then tell them about it. Tell how you felt in your dream and how you feel now as you remember it.

Ask the children, "Who else would like to tell a nice thought about a good dream they had?"

Some of the children may have a need to talk about a bad dream they have had. Let them. Ask them about the feelings these dreams caused. Let them know that we all have bad dreams by asking the other children if they ever have bad dreams. A simple "yes" from the group will do. After a child has told about a bad dream, readdress the group, "Who would like to tell us about a *nice* thought they are having about a dream they had?"

Following a brief review, ask the children, "Does everybody have dreams?"

Week 20 – Pleasant Thoughts

Thursday – I Can Tell A Nice Thought About Something Funny

Begin the session by telling the children that you are having a nice thought. It is about something funny. Tell them that you would like for them to know your thought. Then tell them your funny story. Then ask the children if anyone else is having a nice thought about something funny.

As the children take their turns and laugh together ask them how it feels to think about something funny.

As a brief review, ask the children, "When something is funny, is it okay to feel like laughing?" "How does it feel to laugh?"

Week 20 – Pleasant Feelings

Friday – I Can Tell A Nice Thought About Something That Surprised Me

Surprises are fun to talk about.

Begin the session by telling the children that you are having a nice thought about something that surprised you. Briefly discuss what a surprise is and how good it feels for something nice to happen that you didn't know about before. Tell them that you would like to share your thought with them about something that surprised you. Then tell of an incident in which you were pleasantly surprised in some way. Describe the way you felt when it happened.

Invite the children each to relate an incident in which they were surprised.

Review together the feelings that each child described when he was surprised.

In the summary ask the children, "If you do something nice to your friend, and he doesn't know you are going to do it, how will he feel?"

Unit 4 – Six Weeks on Awareness: Feelings, Thoughts and Behavior

Week 21 – Positive Behavior

Monday:	I Can Greet You
Tuesday:	I Can Serve You
Wednesday:	I Can Serve You
Thursday:	I Can Do Something Nice For You
Friday:	I Can Say Something Nice To You

Week 21 – Positive Behavior

Monday – I Can Greet You

Remind the children that they have done this activity before and briefly discuss the many ways that people greet one another. (See Tuesday of the third week.) Ask for a volunteer to be the first one to greet someone in the circle. Then ask the child whom you have chosen who he would like to greet. After he has greeted the other child ask them both how they feel.

Allow the children to continue to greet each other in this manner, urging them to choose someone who has not been greeted yet. Before the session is over, be sure everyone, including yourself, has received a greeting and that everyone was offered an opportunity to greet someone else if they wanted to.

Frequently throughout the session ask the children how they feel just as soon as they have greeted someone else or have been greeted.

To summarize ask the children, "When you first see someone you know, like your mother or your friend, what could you do to make them feel good?"

Week 21 – Positive Behavior

Tuesday – I Can Serve You

This activity was first experienced on Tuesday and Wednesday of the sixth week. It provides another opportunity for the children to behave positively toward each other.

Bring a dish of nuts, raisins, cheese, or something of this nature to the circle on a dish, being sure that there is at least one equal portion for each person.

Remind the children that we have done this activity before. Today we will each have a chance to serve someone else. Each one of us will also be served. We want to see how it will make us feel.

It will probably not be necessary for you to take your turn first. As soon as the first child has served another, ask them both how they feel. Proceed in this manner until everyone has had a chance to serve someone else if they wish to and each person, including yourself, has been served.

Frequently ask the children how they feel as they have been served and as they complete the action of serving.

If time permits and interest is high the children may experience another round of serving, possibly with another available food.

In the summary, ask the children, "How will someone probably feel if you serve them?" "How does it make you feel to serve them?"

Week 21 – Positive Behavior

Wednesday – I Can Serve You

This is a continuation of yesterday's activity.

Add variety today by having a different food for the children to serve each other, if possible. Also encourage them to serve someone today whom they did not serve yesterday.

Continue to emphasize the way positive actions and good feelings go together.

Summarize by asking the children, "Think of other times and places where you could serve someone." As time permits, encourage them to share their ideas with each other.

Week 21 – Positive Behavior

Thursday – I Can Do Something Nice For You

This is another opportunity for the children to experience themselves behaving positively. Through direct experience and the good feelings that go with it, the children's awareness of the power of positive behavior continues to grow.

Discuss briefly how good it is to have someone do, or say, something nice to you. We all like for this to happen. Tell the children that today we will each get a chance to do something that will make someone else in the circle feel good. Discuss the various things we did for each other before when we did this activity (see Wednesday of the third week) and think of some new ideas too.

Ask for a volunteer to go first. Before the session is ended be sure that each person had the opportunity to do something nice for someone else and also to be a recipient of someone else's positive action.

Frequently throughout the session ask the children how they feel, especially when something nice has just been done to them or they have just done something nice for someone else.

In the summary ask the children, "Later on today if one of your friends does something nice for you, how will it make you feel?" "How will it make them feel if you do something nice for them?"

Week 21 – Positive Behavior

Friday – I Can Say Something Nice To You

Today's experience will contribute to the childrens' understanding that they don't need "things" to have friends. They can just tell someone something nice to make them feel good. *All they need to do is behave positively.*

Discuss with the children how we have been *doing* things for each other that make us feel good. Today we will simply tell each other nice things instead of doing something. We want to find out if someone will feel good if we tell them something nice.

Begin the session by discussing the many nice things that you can tell someone about himself. A good way to do it is to tell someone something about them that you like, such as, "You are fun to play with" or "I like your smile." Then take your turn first, choosing a child, and tell him something nice. Tell him how he makes you feel and then ask him how he feels.

Continue in this manner, helping the children to verbalize their thoughts when necessary. Be sure everyone, including yourself, has been selected.

Frequently ask the children how they feel when they have just been told something nice about themselves and when they have just said something nice to someone else.

By way of summary ask the children, "Do you think people feel good when you *tell* them something nice just like they do when you *do* something nice for them?"

Unit 4 – Six Weeks on Awareness: Feelings, Thoughts and Behavior

Week 22 – Feeling Good and Feeling Bad

Monday:	I Can Tell About Something I Like To Do That Makes Me Feel Good
Tuesday:	I Can Tell About Something That Makes Me Feel Bad
Wednesday:	I Can Tell About Something That Made Me Feel Good
Thursday:	I Can Tell About Something That Makes Me Feel Bad
Friday:	I Can Tell How I Felt Good and Bad About The Same Thing

Use only the positive topics with pre-school children.

Week 22 – Feeling Good and Feeling Bad

Monday – I Can Tell About Something I Like to Do That Makes Me Feel Good

This activity concentrates on *actions* the children enjoy, rather than a "thing" that gives them good feelings.

Begin the session by telling the children that there is something you like to do. Tell them about it, focusing on how you feel when you do it. Give each child a chance to tell the group about something he enjoys doing. Ask him to tell how he feels when he is doing it.

As the children relate to the others, comment on the similarities and differences in their preferences and feelings.

Give credit to those children who show that they have listened well.

By way of a summary ask the children, "Does everyone have something they like to do?" "Is it okay if you are the only one who likes to do something?"

Week 22 – Feeling Good and Feeling Bad

Tuesday – I Can Tell About Something That Makes Me Feel Bad

Today, for the first time, we deliberately introduce a negative topic. The children by now have gotten to know you and each other well. Rapport and mutual respect have been developing. They have become increasingly aware that it is okay to reveal their feelings in the circle session. A negative topic will be taken in stride if you continue to behave as you have in the past, accepting their feelings, *whether positive or negative*, as normal and natural.

As the children tell about a bad feeling they have and listen to the other children tell about their bad feelings, they begin to realize that we all have bad feelings at times.

Begin the session matter-of-factly, telling the children that today we are going to talk about bad feelings. Tell them it is okay to have bad feelings. We all have them, just as we all have good feelings. Then tell the children about something simple that gives you a bad feeling. Tell them in what way you feel bad. Liberally present a new vocabulary that describes bad feelings. Introduce words such as "hurt," "scared," "angry," "upset" and so on. Then ask the children to tell about a bad feeling they have had. Help each child, but no more than necessary, as he verbalizes his feelings.

During the session note how we all have bad feelings at times. Things that make us feel bad are different for each of us and sometimes they are the same as for other people.

Today some of the children may be reticent to speak and some may claim that they never feel bad about anything. Since they are listening they are gaining in understanding. In time, with the evidence that the other children have bad feelings and no harm befell them from discussing their feelings, they will gather courage and eventually acknowledge their bad feelings.

Review what each child said, focusing mainly on their feelings. Then ask the children, "Are you the only person who ever feels bad?" "Does everyone feel bad at some times?"

Week 22 – Feeling Good and Feeling Bad

Wednesday – I Can Tell About Something That Made Me Feel Good

This is a repeat of Monday's activity, except that it has to do with an event that made the children feel good, rather than something that they enjoy doing.

Proceed as for Monday's session, taking your turn first if necessary, preferably relating an incident that happened in the children's presence. After telling about the incident, describe the feelings you had at the time and now as you remember it. Then invite the children to take turns. As the children tell about something that made them feel good, ask each child to tell all that he can about the feelings he had then and right now too.

Following a brief review, ask the children, "Do all people get good feelings sometimes?" "Do the same things happen to everyone in just the same way?"

Week 22 – Feeling Good and Feeling Bad

Thursday – I Can Tell About Something That Makes Me Feel Bad

This is a repeat of Tuesday's activity. This negative topic is "couched" between positive ones in order to cushion the children's tender feelings. They are thus given needed exposure to the idea that having bad feelings at times is part of the human condition. It happens to us all.

Proceed as for Tuesday's session, taking your turn first and telling the children another thing that gives you a bad feeling. Describe the feeling, but do not overdramatize. Let the children know that you do not feel embarrassed or apologetic about the feeling. Then invite them to tell about something that makes them feel bad and to tell about the bad feeling.

Let each child know that you appreciate his willingness to participate as he does so, while accepting the negative feelings he describes. By accepting his negative feelings you are accepting him. Point out frequently during the session how we all do get bad feelings at times.

Following a review of what each child said, summarize by asking the children, "Do all people feel bad at times?" "Are you a bad person if you have bad feelings?"

Before leaving the session tell the children that tomorrow we will tell how we can have good and bad feelings about the same thing.

Week 22 – Feeling Good and Feeling Bad

Friday – I Can Tell How I Felt Good and Bad About The Same Thing

Flexible people are able to see that practically everything has both positive and negative aspects. They do not rigidly shut out information about something that does not agree with their preconceived simplistic stance. They thereby do not experience life in a balanced way. By dealing with this topic at this age the children are given an early opportunity to understand this concept.

Begin the session by telling the children that you are going to name something and you would like for them to think of good and bad things about it. Then name something such as candy. Elicit responses from the children to the effect that it is sweet, it tastes good, it fills your tummy, but it can be bad for your teeth or give you a tummy ache if you get too much of it. As necessary, help them express these ideas. Then name one or two more things for them to relate positive and negative aspects to.

Then point out to the children that we can have good and bad feelings about the same thing. Tell them about something you have good and bad feelings about such as getting a shot. The shot hurts and you have bad feelings about that but you know the shot will keep you from getting sick or probably help you get better if you are already sick so that is a good feeling. You feel both bad and good about the same thing.

Then ask the children if they can think of something that they feel good and bad about. This will be hard for them to do so wait patiently, giving them plenty of time to think. As a child begins to speak help him no more than is necessary to express his ideas.

If the children are unable to respond ask them, "Who would like to tell about good and bad feelings they have about going to the dentist?" Others might be "going to bed," "eating carrots or spinach," "getting new shoes," "coming to school," and so on.

Some of the children may prefer to listen today. Even though they are not participating verbally, they are absorbing the ideas that you and the other children are expressing.

After a brief review, summarize the session by asking the children "Can people have good feelings and bad feelings about the same thing?"

Unit 4 – Six Weeks on Awareness: Feelings, Thoughts and Behavior

Week 23 – Pleasant and Unpleasant Thoughts

Monday:	I Can Tell About A Happy Thought I Have
Tuesday:	I Can Tell About A Bad Dream I Had
Wednesday:	I Can Imagine What I Will Be When I Grow Up
Thursday:	I Can Tell About A Scary Thought That I Have
Friday:	I Can Have A Nice Thought And A Bad Thought

Use only the positive topics with pre-school children.

Week 23 – Pleasant and Unpleasant Thoughts

Monday – I Can Tell About A Happy Thought I Have

Begin the session by asking the children if anyone is having a happy thought. If there are no volunteers tell the children something that you have been thinking about that makes you feel happy. Describe both the thought and the feeling.

As each child participates, help him no more than necessary to communicate his thought to the group. Let him know how much you appreciate his willingness to participate.

Ask the other children if they would like to either comment or question the child who is speaking. Be sure to ask each child how he feels as he thinks the happy thought.

Review the thoughts and feelings that each child expressed, showing your appreciation to a child who remembers what the others said for his careful listening.

Summarize the session by asking the children, "Did we all have the same happy thought?" "Is that all right?"

Week 23 – Pleasant and Unpleasant Thoughts

Tuesday – I Can Tell About A Bad Dream I Had

On Wednesday of the twentieth week we first discussed dreams, concentrating at that time on good dreams. Today, we very matter-of-factly discuss our bad dreams and how they made us feel.

Begin the session by telling the children that you had a dream and you are now thinking about it. Tell them it was a bad dream and then briefly describe it, being sure to tell how it made you feel.

Before asking for volunteers to tell about their bad dreams, lead a brief discussion with the children about how we all do have bad dreams. Sometimes we don't remember them but we do have them, and good dreams too. Then ask, "Who else will tell us about a bad dream they had?"

As each child participates ask him how the dream made him feel. If there are monsters or wild things in the dream ask the child if he would be willing to "be" the scary thing. Ask him to say "I am the monster . . ." Then show or tell, what the monster does. This is a form of dealing with dreams which generally helps people to better understand what their dreams are about.

Laughter will probably occur during this session as a normal and healthy release.

Some of the children may be reticent to talk about a bad dream they have had, but willing to describe a good one. Others may wish to listen today. By listening to you and the other children tell about your bad dreams these children are receiving some benefits. They are beginning to realize that if they have a bad dream they are just like everyone else. There is nothing "wrong" or "bad" about them.

After reviewing what each child said, ask the children, "Does everybody have dreams?" "Do we all have bad dreams and good ones too?"

Week 23 – Pleasant and Unpleasant Thoughts

Wednesday – I Can Imagine What I Will Be When I Grow Up

On Monday of the twentieth week we began using our imaginations by imagining what could be in a box that wasn't there.

This session is of benefit to the children because it fosters the use of their imagination about a very personal issue. In order to become what one wishes to become he must at some time imagine it happening.

Begin the session by telling the children that when you were little you used to think about what it would be like when you were grown up. In fact, you even used to imagine that you were grown up and you were a teacher or a pilot, or whatever it was you wanted to become. Elaborate on how you may have pictured it all in your mind and how using your imagination in this way made you feel. Re-enact the procedure, closing your eyes and telling what you are imagining.

After your turn ask the children, "Who would like to tell what they imagine they will be when they grow up?" As the children volunteer and name various titles such as "fireman," "cowboy" and so on, tell each one "All right, close your eyes and imagine that you are grown up and you are a fireman. What kind of work are you doing? Are you helping someone? How?"

Show each child your acceptance and enthusiasm for his ideas no matter how unlikely you might feel the goal is for that child. If you demonstrate to the children that you believe in them by accepting their ideas, they will be more prone to believe in themselves.

Following a brief review, ask the children, "Do all of us imagine ourselves being the same thing when we grow up?" "Is it okay if you want to be something different from the other children?"

Week 23 – Pleasant and Unpleasant Thoughts

Thursday – I Can Tell About a Scary Thought That I Have

Fear is a normal human emotion that we all experience. Today's experience allows the children to have a variety of thoughts with a fearful connotation.

Begin the session by telling the children that you are having a thought about something that, to you, is scary (or something that used to scare you when you were a child). Describe the scary thing and tell how it makes (made) you feel. Tell how your body feels when you are scared.

Before asking for volunteers lead a brief discussion with the children about how we all have thoughts about scary things at times. Everyone gets scared now and then by something. Then invite them to describe their scary thoughts and to tell how their bodies feel when they are scared.

Laughter will probably occur again today as tension is released during the discussion. The relief that children feel as they discover that other people get scared at times too may also bring about laughter or other forms of physical discharge such as yawning.

As usual, encourage good listening. As the children demonstrate how well they listened to each other in the review let them know how much you appreciate it.

To summarize, ask the children, "Who gets scared at times?" "Does anything happen to our bodies when we are scared?"

Week 23 – Pleasant and Unpleasant Thoughts

Friday – I Can Have A Nice Thought And A Bad Thought

Thoughts are like feelings. All people have them. We all have nice thoughts, and we all have bad thoughts, too.

Today we are going to tell about a good thought that we have about something and a bad thought that we have about another thing. Encourage the children to tell about the feelings these thoughts give them.

When all have had a turn, review with the children how, just as with feelings, we can have thoughts that are the same as other people's and that we also have thoughts that are different from other people's thoughts.

To summarize ask the children, "Does everybody have good *and bad* thoughts?"

Unit 4 – Six Weeks on Awareness: Feelings, Thoughts and Behavior

Week 24 – Positive and Negative Behavior

Monday:	I Can Greet You
Tuesday:	I Can Tell That They Are Making Someone Feel Bad
Wednesday:	I Can Do Something To Make You Feel Good
Thursday:	I Can Tell That They Are Making Someone Feel Bad
Friday:	I Can Tell That They Are Making Someone Feel Bad

Use only the positive topics with pre-school children.

Week 24 – Positive and Negative Behavior

Monday – I Can Greet You

Today another opportunity is presented for the children to greet each other with a slight change in the procedure. Their greetings will likely be more personal today because they know each other better.

Begin by telling the children what we are going to do and by asking them to remember the ways people can greet one another. After a short discussion ask for someone to go first. Tell them that today it isn't necessary to tell who you are going to greet first. Just do it.

After the first child has been greeted, invite him to be next to greet someone else and so on. Be sure that everyone, including yourself, receives a greeting and that each child is invited to greet someone else. If a child declines choose another child to begin the greeting procedure again.

Urge the children to greet someone whom they have never greeted before in the circle and to try a new way of greeting this time. Frequently ask them how they feel as they give and receive greetings.

To summarize the session ask the children, "Is there another place where you could greet someone?" "How will it probably make them feel?"

Week 24 – Positive and Negative Behavior

Tuesday – I Can Tell That They Are Making Someone Feel Bad

Today the children will deal with the matter of negative behavior for the first time. By looking at and discussing pictures of negative behavior the children begin to understand what is involved without behaving negatively. They continue to learn that "bad" things can be talked about in the supportive atmosphere of the circle.

The children are given the opportunity to understand why certain socially constructive patterns of behavior are acceptable or "good" and others are unacceptable or "bad." The children begin to see that we label some behaviors "bad" because they hurt someone or make them *feel bad* in some way. When the children are able to understand this their behavior will begin to be based more on their own observations of the feelings of others, rather than blindly following one credo or another.

Begin the session by telling the children, "Today we are going to talk about things people do that make other people feel bad." Then show them picture 1A and allow some of the children to respond to it. (Suggestions for what to say to each child are on the back of each picture.) Then show picture 2A and allow the other children to respond to it. Urge each child to tell as much as he can about what is happening. Avoid moralizing comments.

When each child who wishes to speak has had a chance, summarize the activity by asking the children, "How did the children who did something in these pictures make someone else feel?"

1A

PICTURE 1A

As each child takes his turn ask:

"What do you see happening in this picture?"

"Tell us how you think this boy (the one being hit) feels?"

"Have you ever felt the way you think he feels?"

2A

PICTURE 2A

As each child takes his turn ask:

"What do you see happening in this picture?"

"Tell us about how you think this girl's Mother or Father will feel when they see the mess?"

and/or

"Tell us about how you think this girl will feel when she steps on one of her toys and breaks it?"

"Have you ever broken something and fe!t bad about it?"

Week 24 – Positive and Negative Behavior

Wednesday – I Can Do Something To Make You Feel Good

Again the opportunity is provided the children to actively engage in a positive behavior that brings about good feeling in someone else and in themselves. Tell the children that each one will be expected to do something to make another child feel good. Discuss as many ways you and they can think of to do this. Then ask for someone to go first. Tell him that he doesn't have to say who he chooses first. He can just do the nice thing for the person.

After the first child has been chosen by another and has been the recipient of a kind action, ask him to be next, and so on. Be sure that everyone, including yourself, is the recipient of a kind action. If a child declines his turn ask another child to continue the procedure.

Urge the children to choose someone in the group for whom they have never done anything nice. Frequently ask them how they feel as they do nice things for each other.

To summarize ask the children, "Where is another place where you could do something nice for someone?" "How will it probably make them feel?" "How will it probably make you feel?"

Week 24 – Positive and Negative Behavior

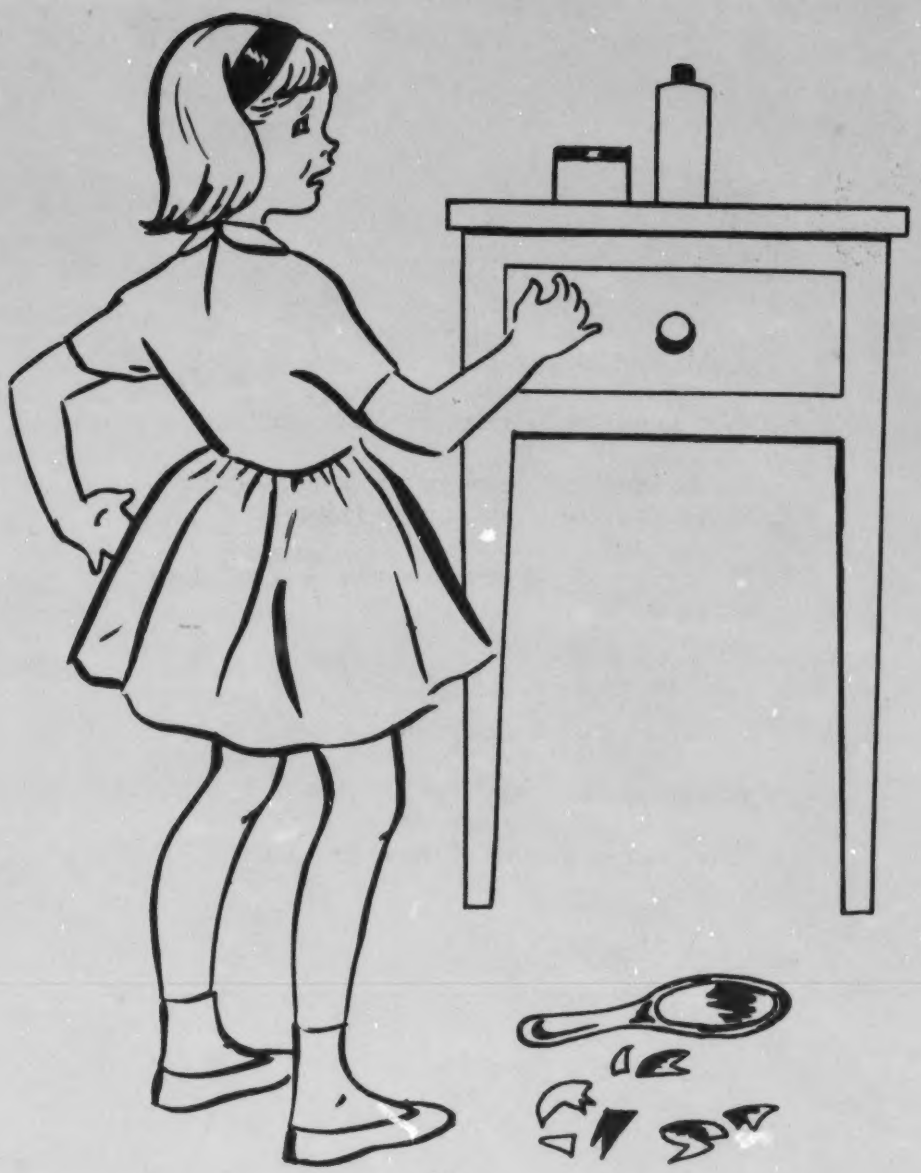
Thursday – I Can Tell That They Are Making Someone Feel Bad

Negative behavior is an inescapable part of life and therefore should not be ignored. While it is undesirable, it is an inevitable daily experience. Through open recognition of negative behavior in the warm and accepting atmosphere of the circle, the children can soon learn to substitute positive behavior for it.

The procedure today is the same as for Tuesday.

Begin the session by telling the children that we are going to look at some pictures again and talk about the things that someone is doing that is making someone else feel bad. Then show the children picture 1B and allow about a third of the children to respond to it. Allow the other two thirds to respond to pictures 2B and 3B. (Suggestions for what to say to each child are on the back of the pictures.) Encourage the children to tell what they see and the implications of the negative behavior and not to worry if someone else seems to see it differently. Give them plenty of time to tell what they think is happening.

Summarize by asking the children, "If we say that someone did a 'bad' thing what makes the thing they did bad?" If clarification is needed, ask, "How does it make someone feel if someone else does a 'bad' thing to them?"



PICTURE 1B

As each child takes his turn ask:

"What do you see happening in this picture?"

"Tell us about how the person whose mirror that is will feel when they find out it got broken?"

"Has someone ever broken something of yours? How did you feel?"

and/or

"Is there anything dangerous about a broken mirror?"

"How could it hurt someone?"

"Have you ever gotten cut? How did you feel?"

2B

PICTURE 2B

As each child takes his turn ask:

"What do you see happening in this picture?"

"Tell us what this boy should have done before running after his ball."

"Tell us about the bad thing that could happen to him."

"Have you ever had anything like this happen to you? How did you feel?"

and/or

"Tell us who feels bad right now in the picture."

3B

PICTURE 3B

As each child takes his turn ask:

"What do you see happening in this picture?"

"How do you think this boy feels?"

"Have you ever felt like that?"

Week 24 – Positive and Negative Behavior

Friday – I Can Tell That They Are Making Someone Feel Bad

"Sticks and stones could break my bones but *names* will never hurt me" is something we've all heard and probably wished was really true. "Names" do hurt and to deny it is to confuse ourselves.

Today we continue to focus on negative behavior with pictures. The emphasis is on how people make each other feel bad by saying something that is not nice. The children see that they are not the only ones who have hurt feelings when someone says something mean to them. It happens to us all. They see how their own use of the language can affect the feelings of the people whom they are talking to.

Begin the session by saying that we are going to talk about how people can do things that make other people feel bad. Sometimes they make other people feel bad by *saying* something that is not nice to them. Show them picture 1C and ask one or two children to tell what they see happening. Then show pictures 2C and 3C to the group. Allow half of the remaining children to respond to picture 2C and the other half to respond to picture 3C.

Encourage the children to freely express what they think the children in the pictures are saying and how the other children feel.

To summarize the session ask the children, "If you say something that is not nice to someone, how will it probably make them feel?"

PICTURE 1C

Ask one or two children:

"What do you see happening in this picture?"

"Tell us how you think the girl is feeling?"

PICTURE 2C

Tell the children that this is the same little girl and little boy that we just saw in the first picture. This is their teacher. Now the boy is saying something that is not nice.

As each child takes his turn ask:

"What do you think the boy is saying?"

"Tell us how you think the girl is feeling?"

"Have you ever felt the way she does?"

and/or

"Tell us how you think the teacher is feeling?"

"How do you think the boy is feeling?"

"Have you ever felt the way he does?"

PICTURE 3C

Tell the children that something bad is happening in this picture. The girl is saying something mean to the boy.

As each child takes his turn ask:

"What do you think the girl is saying?"

"Tell us how you think it will make the boy feel."

"Has someone ever said something mean to you? How did you feel?"

Unit 5

THE DEVELOPMENT OF MASTERY

Second Semester

Format and Purpose

Twenty-fifth Week	–	Mastery in Language
Twenty-sixth Week	–	Mastery in Personal Hygiene
Twenty-seventh Week	–	Master in Motor Coordination
Twenty-eighth Week	–	Mastery in Numerical Comparisons
Twenty-ninth Week	–	Mastery in Performance Skills
Thirtieth Week	–	Mastery in Counting and Numeral Recognition

Unit 5

THE DEVELOPMENT OF MASTERY

Format and Purpose

Please read pages 45 and 46.

We are now entering the second six-week unit on Mastery. By now the children have become used to the circle session and are more mature and ready to undertake the mastery tasks, which are somewhat more challenging in the second semester.

Your careful and deliberate demonstration of each task and clear discussion with the children regarding what is expected is still as important as ever. This is because it is the purpose of each session *that every child succeed.*

Throughout each session be sure that you are giving each child *deserved-positive-feedback* as he successfully performs the task, or be sure he receives it from a peer. Concentrate on this first.

The words, *"You can* (count, say words, cut, or jump)" are some of the most important a child can hear.

By giving him a chance to succeed and then commenting constructively to him about his action, he is receiving information from you that tells him "I am a person who *can* do things." Each day he believes in himself a little more.

Unit 5

THE DEVELOPMENT OF MASTERY

Twenty-fifth Week – Mastery in Language
"I Can Name Things and Use Words!"

Each day start by first reviewing the names of all the possible things that might be mentioned. If a child "misses" give him more turns until he succeeds.

Tasks for Pre-School Children:

I can tell the names of the teacher and two (or more) children in the circle.

I can tell the names of "big things" and places in the classroom, such as the sink, closet, shelf, walkway, table, playhouse, etc. (The children individually go to an object or area they choose and name it, while the group watches.)

I can tell the names of parts of the body. (The child comes and stands by you. Touch one of the parts of his body. Then he names it.)

I can tell the names of articles of clothing. (Proceed as for parts of the body.)

I can name things. (Bring a bag containing about five small objects, such as a small doll, a block, a crayon, a rock and a spoon, to the circle. Take them out and then put them back in the bag as the group names them. Then each child, in turn, reaches in, pulls out an object, looks at it, and names it.)

I can name things I can only feel. (Repeat as above, however, have the child name the object before he brings it out of the bag. He will need to feel it carefully first. Then he pulls it out and shows it to the group. Use the same objects used on Thursday.)

For the latter two activities, increase the challenge, if necessary, by adding more objects.

Tasks for the kindergarten children:

(For all of these activities bring a box to the circle containing objects we use every day, such as a pair of scissors, a napkin, a pencil, a safety pin, a comb, a fork, a band-aid, a jar, and a pen.

On Monday, Tuesday and Wednesday, discuss the purpose of the object and its composition casually throughout the session. Due to the rapidity of the procedure on Monday and Tuesday, each child may have more than one turn.

What does the word mean? (With each child, name an object. He picks it up and shows it to the group.)

I can name something useful. (Pick up one of the objects and hand it to the child. Then he names it.)

I can show how to use it. (Pick up an object and hand it to the child. He names it, then *shows* how it is used.)

I can tell what it is used for. (Pick up an object and hand it to the child. He names it, then tells what it is used for.)

I can tell what it is made of. (Pick up an object and hand it to the child. He names it, and tells what it is made of.)

Increase the challenge, if necessary, by adding to the box each day more complex objects, such as a nut-cracker, a blotter, a pencil sharpener, a letter opener, a crochet hook, a stamp dispenser, or other.

Unit 5

THE DEVELOPMENT OF MASTERY

Twenty-sixth Week – Mastery in Personal Hygiene
"I Can Take Care of Myself!"

Tasks for pre-school children:

I can relax my body.	(Remind the children that we did this before. It is important so we are doing it again. Each child, in turn, lies down and relaxes. Lift an arm or leg to see if it is limp.)
I can comb my hair.	(Using a mirror.)
I can eat good food.	(Each child names a nutritious food he likes to eat. Discuss how each food named contributes to our health.)
I can wash my body.	(Pretending he's in the bath-tub, each child shows how he scrubs a part of the body that you name. Use wash rag and a block as a bar of soap. Expect hilarity.)
I can wash my face.	(At the sink. Each in turn, the children moisten a paper towel and wipe their faces. Then they gently blot them dry with a dry towel.)

Tasks for kindergarten children:

I can relax my body.	(Remind the children that we did this before. It is important so we are doing it again. Each child, in turn, lies down and relaxes. Lift an arm or leg to see if it is limp.)
I can comb my hair.	(Using a mirror.)
I can eat good food.	(Each child names a nutritious food he likes to eat. Discuss how each food named contributes to our health.)
I can wash my body.	(Pretending he's in the bath-tub, each child shows how he scrubs a part of the body that you name. Use wash rag and a block as a bar of soap. Expect hilarity.)
I can wash my face.	(At the sink. Each in turn, the children moisten a paper towel and wipe their faces. Then they gently blot them dry with a dry towel.)

Additional activities for kindergarteners are: Caring for clothing: hanging up a jacket, folding handkerchiefs or doll clothes, using a safety pin, putting a barrette in the hair, etc.

Unit 5

THE DEVELOPMENT OF MASTERY

Twenty-seventh Week – Mastery in Motor Coordination
"I Can Do It!"

Be sure to give deserved-positive-feedback to each child as he successfully performs the task.

Tasks for Pre-school Children:

I can jump over something.	(Repeat as was done last semester with a candlestick, if available, the children chanting "_____ be nimble, _____ be quick, etc.," naming the child who is jumping. This semester use a taller candle.)
I can hop on one foot and then on the other.	(Count his hops on one foot and then the other as he hops along.)
I can gallop or skip.	(Let them choose to gallop or skip. Give everyone "trial runs," as needed.)
I can pour rice.	(From a large container, preferably a pitcher, to a small container, and back.)
I can pour water.	(From a large container, preferably a pitcher, to a small container, and back.)

Tasks for kindergarten children:

I can touch my nose with my eyes closed.	
I can gallop or skip.	(Let them choose to gallop or skip. Give everyone "trial runs," as needed.)
I can hang by my hands.	(The session is conducted out-doors at the gymnastic bar. Some children may be able to chin themselves too. The task, however, is only to hang by the hands and arms to a count of five.)
I can walk on the line.	(Draw a line seven to ten feet long on the floor. The children walk on it as if it was a tightrope, without getting off.)
I can walk on the line, balancing something.	(As he walks on the line have each child carry a little flag or a glass half full of water in his hands, or a chalkboard eraser on his head, as their readiness for each increases.)

Unit 5

THE DEVELOPMENT OF MASTERY

Twenty-eighth Week – Mastery in Numerical Comparisons
"I Can Learn About Amounts and Numbers!"

Remember that the task is *not* the focus. The *deserved-positive-feedback* each child receives as he performs the task successfully is more important.

Tasks for Pre-School Children:

With two or more jars which you rotate, each child points to or picks up and holds the appropriate jar while you say the following:

"Which jar has many (beans)?"

"Which jar has a few (beans)?"

"Which jar has more (beans) than the other jar?"

"Which jar has less (beans) than the other jar?"

(With three or more jars filled to varying degrees:)

"Which jar has the most (beans)?"

"Which jar has the least (beans)?"

(With different sized dolls, balls, etc.:)

"Which (doll) is the biggest?"

"Which (doll) is the littlest?"

"Which (doll) is the longest?"

"Which (doll) is the shortest?"

Tasks for kindergarten children:

I know when there is one or more than one. (Have several jars of varying amounts. The child picks up the jar that you point to and tells the group if it has "one (marble)" or "more than one.")

I know when there is one, two or three. (Have three jars, one containing one, one containing two and one containing three (marbles). Hand each child a jar, in turn. He counts the marbles it contains and tells the group how many there are.)

I know when there is three, four or five. (Repeat as above with five jars, each containing a different number up to five.)

I know when there is none. (Repeat as above including an empty jar. Randomly alternate between asking the children to either "Show us the jar which has none," or hand him a jar containing some marbles and ask him to do something so that the jar will have "none." Have a receptacle handy.)

I know when there is one less. (Have the six jars, each containing none, one, two, three, four or five marbles. Each child, in turn, chooses a jar and counts the marbles. Then he removes one and counts them again. Help each child to say, "If I take one away then there will be_____(marbles).")

To increase the challenge, if necessary, add more jars containing more (marbles).

Unit 5

THE DEVELOPMENT OF MASTERY

During the session be sure each child receives deserved-positive-feedback.

Twenty-ninth Week – Mastery in Performance Skills
"I Can Use Things!"

Clear demonstration first is very important during this week.

Tasks for Pre-School Children:

I can open and shut a drawer.	(Without banging it or spilling the contents.)
I can use glue.	(Each child glues objects to a piece of cardboard, or small colored papers on a larger one to begin a collage, or other.)
I can cut a paper in two.	(Use small papers. Later he may use his papers for more cutting or for making pictures.)
I can stack blocks.	(Increase the challenge from the first semester by using blocks of varying sizes to be built into a pyramid.)
I can fold a cloth.	(Each child folds a square cloth, no larger than two feet by two feet, with one or two or more folds.)

Tasks for kindergarten children:

I can put a stamp on an envelope.	(Have these be real.)
I can tie a knot and untie it.	(Using twine.)
I can use a paper clip.	(To attach two small pieces of construction paper or chipboard together. Use a large paper clip.)
I can use the stapler.	(Use a stapler that doesn't need much pressure in order to release the staple. Hold the papers as the child firmly presses on the stapler. If absolutely necessary help him by adding pressure.)
I can cut things out.	(Each child folds a paper in half, then cuts out a circle, tree, heart, snowflake, or other.)

Unit 5

THE DEVELOPMENT OF MASTERY

Thirtieth Week – Mastery in Counting and Numeral Recognition
"I Know My Numbers!"

Tasks for Pre-School Children:

Begin on Monday with two small objects such as beads. As each child has his turn show him the one or the two (beads). He tells you how many you are showing him. Continue the procedure, each day adding another (bead). Vary the number you show the children as they take their turns. By Friday there will be six. He will need to count them first before he tells you and the group how many you are showing him.

Increase the challenge, if necessary, by beginning with more (beads).

Tasks for kindergarten children:

Begin on Monday with two pairs of cards. On one card show the numeral one (1) and on its pair show one spot or a picture of an object of some kind. On the other pair of cards show the numeral two (2) and two spots or objects. After careful demonstration in which you match the two pairs, mix up the four cards and allow the children to pair them, in turn. Continue the procedure, each day adding another pair of cards until by Friday the numeral six (6) and its pair of six spots or objects is reached. Vary the numerals you show the children as they take their turns.

Increase the challenge, if necessary, by beginning with the numeral five (5) and having the children each find the card up to ten or twelve, with the correct number of spots or objects when you hold up a card showing the numeral.

SOCIAL INTERACTION

A Six Week Unit

Second Semester (Weeks 31 – 36)

Unit 6

Week 31 – Understanding How Other People's Behavior Affects Me

Week 32 – Understanding How My Behavior Affects Others

Week 33 – Learning About Sharing

Week 34 – Learning About Respecting the Rights of Others

Week 35 – Learning to Offer Kind Behavior

Week 36 – Learning to Ask for Kind Behavior

Unit 6

SOCIAL INTERACTION

A Six Week Unit

Week 31 – **Understanding How Other People's Behavior Affects Me**

Monday:	I Can Tell/Show What He/She Did That I Liked
Tuesday:	I Can Tell What He/She Did That I Did Not Like
Wednesday:	I Can Tell What Someone in the Group Did That I Liked
Thursday:	I Can Tell What He/She Did That I Did Not Like
Friday:	I Can Tell What Someone in the Group Did That I Liked

Unit 6

Week 31 – Understanding How Other People's Behavior Affects Me

Monday – I Can Show What He/She Did That I Liked

The discussions this week revolve around someone else's actions. The principle focus, however, is on how we feel as a result of these actions.

Begin the session by discussing briefly how people cause each other to have feelings. Sometimes we give each other good feelings and sometimes the feelings we cause in each other are bad. Today each one of the children will have a chance to show the group what someone did that made them feel good.

Begin the session by enacting or pantomiming what someone did that you liked, possibly with the help of one of the children who will "play" you as you play the part of the other person. Allow the children to guess what it was but do not let the guessing aspect become the focus. If no one guesses right away tell the children what it was and who did it, but emphasize how it made you feel and how you feel now as you remember it. If you had a child assist you in the drama ask him how he would have felt if it had really happened to him.

Then invite the children to show what someone did that gave them a good feeling. If no one guesses what it was ask them to tell the group what it was and who did it.

After each child has taken his turn ask another child to "feed back" to him what he heard him saying.

If the children prefer to simply tell what another person did that gave them good feelings let them know that this is acceptable. Another child may wish to enact what the child tells.

During the next two weeks the children may wish to choose another child to help them with their portrayals of what happened. Assist them as needed during their demonstrations.

As the session proceeds let the children know that you appreciate their active involvement and good listening.

Make sure that every child who wants one gets a turn, if not to enact his own story, to at least assist another child with his drama.

At the end of the session, summarize by asking the children: "If you like something that someone did what kind of a feeling do you have?"

Unit 6

Week 31 – Understanding How Other People's Behavior Affects Me

Tuesday – I Can Show What He/She Did That I Did Not Like

Discuss briefly with the children how people cause each other to have feelings. Yesterday we talked about how someone gave us a good feeling. Sometimes somebody does something that we do not like because it causes us to have bad feelings too.

Then tell the children something that someone did that you did not like. It would probably be advisable to speak of someone who the children do not know and to keep from naming them. Tell what they did but emphasize the feelings that you had. When you are through ask one of the children to repeat back to you what they heard you saying.

Then ask the children to tell about something someone did that they did not like. Suggest that they keep from naming the person whoever it may have been.

As the session proceeds treat this subject in the same accepting, matter-of-fact way as the positive topics. Focus on *the importance of the feelings that are expressed rather than any kind of social judgment.*

Sometimes children will hesitate to discuss a negative topic. When this occurs assure them that their feelings are okay, even if they are bad feelings. It is okay to talk about something like this in a circle session if they want to. Let them know that you know that it is sometimes hard to do.

If a child names another child in the circle and tells what he did that he did not like allow him to proceed but ask the child who was named how he is feeling. If he says that he feels bad (as he no doubt is) ask the group to think of a way to make him feel better. Be sure that someone gives him positive feedback of some kind before the end of the session.

As each child takes his turn ask him to tell how he felt when the person behaved as he did. Then ask another child to "feed back" to him what he heard him saying.

To summarize ask the children "Do some of the things other people do cause you to have feelings?"

Tell the children that tomorrow we will show what someone in the group did that we *liked.*

Week 31 – Understanding How Other People's Behavior Affects Me

Wednesday – I Can Tell What Someone in the Group Did That I Liked

This session has been experienced by the children before in the thirteenth week. It is a powerful session because of the positive feedback that the children give to each other.

Follow the same basic format as for Monday and Tuesday, taking your turn first. Begin by telling which child did something that made you feel good, then enact what that child did. He may be the one to guess what it was first. Tell the group how the action made you feel and ask him how he felt at the time. Be sure to ask him how he feels right now, too.

Repeat this procedure with the other children, encouraging them as they take their turns to show what someone did who has not yet been named by another child. If one or two children are unmentioned at the end of the session tell something they did recently that gave you a good feeling or ask a child to do this.

After each child who has taken a turn has received "feed back" ask the group, "When we play and work together here at school do we cause each other to have feelings?"

Be sure to let the children know that you appreciate their willing participation and good listening.

Week 31 – Understanding How Other People's Behavior Affects Me

Thursday – I Can Tell What He/She Did That I Did Not Like

This is a repeat of Tuesday's activity.

Remind the children that two days ago we talked about how we felt when someone did something that we did not like. Today we will do this again.

Follow Tuesday's format.

As a summary, ask the children: "Do we all feel bad at times?" "Do we always feel the same as everybody else?"

Tell the children that tomorrow we will tell what someone in the group did that we *liked* again.

Week 31 – Understanding How Other People's Behavior Affects Me

Friday – I Can Tell What Someone in the Group Did That I Liked

This is a repeat of Wednesday's session and provides another opportunity for the children to observe and experience the rewards of positive behavior.

Follow Wednesday's format, being sure that every child receives positive feedback from you or one of the other children before the end of the session.

Instead of taking your turn first today, invite one of the children to go first, as they know the procedure well by now.

At the close of the session, ask the children: "How do you feel when someone tells about something that you did that they liked?"

Unit 6

SOCIAL INTERACTION

A Six Week Unit

Week 32 – **Understanding How My Behavior Affects Others**

Monday:	I Can Show What I Did That Someone Liked
Tuesday:	I Can Tell What I Did That Someone Did Not Like
Wednesday:	I Can Show What I Did That An Animal Liked
Thursday:	I Can Tell What I Did That Someone Did Not Like
Friday:	I Can Tell What I Did That Someone in the Group Liked

Unit 6

Week 32 – Understanding How My Behavior Affects Others

Monday – I Can Show What I Did That Someone Liked

Today we begin to look at our own behavior and consider how it affects other people. Having acknowledged last week through discussion that *other* people's behavior causes feelings in *them* the children are now more ready to deal with this more responsible concept.

In simple terms discuss these ideas briefly with the children and then enact something you did that made someone feel good possibly with the assistance of one of the children to play the part of the person in your story while you portray yourself. Allow a brief guessing period about what it was that you did and then tell what you did and how the person responded so that you knew that he liked your action. Tell how it made you feel too. Then ask for volunteers to do likewise.

As each child completes his turn ask another child to reflect back to him what he observed and heard. Be sure to give them credit for paying attention and listening.

By way of summary ask the children, "Can you cause other people to feel good?"

Week 32 – Understanding How My Behavior Affects Others

Tuesday – I Can Tell What I Did That Someone Did Not Like

During this unit the children are discovering that they have the power to affect the feelings of other people by their actions. Yesterday we considered in what ways good feelings were produced. Today we shall deal with the reality that sometimes we cause people to feel badly because of what we have done.

If we do something that causes someone to feel bad we are not bad people. Everyone does this from time to time. What is important is that we know what we have done so that we will have the choice to keep from doing it next time.

Briefly discuss these ideas with the children and say that you are going to tell them about a time when you did something that someone did not like. After you describe the incident briefly tell how the other person(s) seemed to feel and how you could tell. Describe your own feelings (not reasons for the action) at the time, and now as you remember the incident.

As each child proceeds keep the focus away from what they think they should have done or ought to do in the future. Keep the focus on the feelings of the people involved and how actions on our part affect the emotional states of other people. Treat the matter in the same accepting vein as yesterday's topic.

Invite the other children to tell something, assuring them that they are okay people if they did something that made someone feel bad. We all do it at times. What is important, is that now that they understand they can be kinder next time.

If a child prefers to "show" what he did urge him to just tell about it today.

Some children may not be able to think of anything and/or say that they have never done anything that made someone feel bad. As they listen to you and the other children they will become more self accepting.

After each child takes his turn ask for volunteers to reflect back to him what he heard him saying. Help the children to remember to discuss the feelings of each person.

At the close of the session ask the children, "Sometimes what we do makes other people feel good and sometimes what we do makes them feel _____."

Today it is especially important that you let the children know of your appreciation for their willingness to speak and for their careful listening to each other. Tell them that tomorrow we will each have a chance to show what we did that an animal *liked.*

Week 32 – Understanding How My Behavior Affects Others

Wednesday – I Can Show What I Did That An Animal Liked

Animals play an important part in the lives of children.

Begin the session by asking the children if they can tell when a dog is happy or sad. Discuss briefly how animals have feelings just as we do and how the way they feel depends on how we treat them.

Then tell the children that you are going to show something you did that made some animal feel good. Enact the drama, possibly with the assistance of one of the children and then describe what happened to the group. Tell what you did and how the animal responded so that you knew he felt good. Tell how it made you feel. If you had a child play the part of the animal ask him to tell how he would have felt if he actually had been the animal and you had really done this to him.

Then allow the children to take turns, assisting them as needed. Be sure each child who wishes, gets involved, at least as a participant in another child's drama.

Following a review of what each child said, summarize the activity by asking the children, "Do animals have feelings like we do?" "Can we do things to give them good feelings?"

Week 32 – Understanding How My Behavior Affects Others

Thursday – I Can Tell What I Did That Someone Did Not Like

This is a repeat of Tuesday's activity.

Remind the children that two days ago we told about something that we did that someone did not like. *They didn't like it because it gave them bad feelings.* Today we have another chance to learn more about this.

Follow Tuesday's format. Some of the children may like to tell what they did that made an animal feel bad. Allow them to do so.

As a summary ask the children, "Do we all have the power to do things that cause people to feel good or bad?"

Tell the children that tomorrow we will talk about something we did that someone in the group *liked.*

Unit 6

Week 32 – Understanding How My Behavior Affects Others

Friday – I Can Tell What I Did That Someone in the Group Liked

As they did in the fourteenth week, the children will again deal with each other on an even more personal basis as they did last week on Wednesday and Friday. Each child who participates gets recognition for his positive action by letting the others know what he has done.

Take your turn first. Name a child and ask him if he liked it when you did some particular thing. If he says "yes," enact it again for the group, possibly with his assistance. Then tell about it and ask the child to tell how he felt when you did it. Tell how it makes you feel to know you gave him good feelings.

Ask the children to think of things they did which may have given another child in the group good feelings.

Ask the group, "Who can think of something that (Roy) did that you liked?" After someone has responded, suggest to (Roy) that he re-enact what he did and/or tell us about it. If no one responds tell him something he did that you liked.

As the session proceeds let the children know that you appreciate their involvement and good listening.

Summarize the session by asking the children "When you know that you did something that gave someone good feelings, how does it make you feel?"

Unit 6

SOCIAL INTERACTION

A Six Week Unit

Week 33 – **Learning About Sharing**

Monday:	I Can Share Vegetables*
Tuesday:	I Can Share Building Blocks
Wednesday:	I Can Share Fruit*
Thursday:	I Can Share a Tricycle
Friday:	I Can Tell How I Shared Something With a Friend

*If need be substitute another food (raisins, nuts, cheese, etc.).

Unit 6

Week 33 – Learning About Sharing

Monday – I Can Share Vegetables

Learning to share is vital to good social development. By experiencing the giving and receiving aspects of sharing this week the children become more knowledgeable of how this process is carried out and how it causes people to feel good.

Bring some vegetables, such as a carrot, a piece of celery and a piece of cucumber to the circle today. Also bring a cutting board and a knife.

Begin the session by holding up each vegetable and asking, "Who likes (carrots, celery, etc.)?" Give each vegetable to one of the children who indicates that he likes that particular one and ask them to "just hold it in your hands" for a minute. Then look around at the other children who did not receive anything and ask them how they feel. Then ask the children, "Can anyone think of something we could do so that everyone will feel good?"

If no one suggests that the children share their vegetables with the others do so yourself and ask each child who does not have a piece of vegetable to ask the child who has the kind he likes, "Would you share some of your (cucumber) with me, please?" Ask the child who has the vegetable to respond.

As soon as it is determined how many children want each vegetable cut them into as many pieces as are needed and allow the children who were chosen at first to pass the pieces out to the children who they are sharing with. Take your turn too, receiving one of the pieces.

Before eating the vegetables ask each child how he feels to have been shared with or to have shared depending on which he did.

While eating the vegetables, summarize by asking the children, "When you have something to eat that can be cut or broken into pieces and somebody would like some of it what could you do?"

Week 33 – Learning About Sharing

Tuesday – I Can Share Building Blocks

Discuss with the children how it is hard to share some things like one doll, one boat or one scooter, but there are other things that can be used and enjoyed by more than one person. If someone wants to "share" the scooter with you, you just have to say, "Please wait till I'm through with it," but if you are building something with the blocks and someone wants to do it too, you have a chance to share the activity with him.

Ask the children to sit still and quietly watch as you spill several blocks out onto the floor. Choose a volunteer to start building something with them. Then as he begins ask him "(Sammy) may I share these blocks with you?" When he has given his permission, join him in building until all the blocks have been put in place. Then thank (Sammy) for going first and ask him to return to the circle. Tell him how it made you feel when he shared the blocks with you. Then ask someone to ask you if they could share the blocks with you, as you proceed to build something.

Repeat this procedure until everyone has asked for and given permission to share. As each child returns to the circle ask the child who was asked to tell him how it made him feel.

Before the end of the session, discuss with the children how sometimes we would like to share the blocks with each other but we want to build our own thing. When this happens, instead of working together we can each take some of the blocks and build our own.

To summarize ask the children, "What are some other things here at school besides the blocks that we can share with each other?"

Week 33 – Learning About Sharing

Wednesday – I Can Share Fruit

Follow Monday's format except that today we will broaden their experience by using two or three pieces of fruit such as a banana, an apple and a pear.

When you hand some of the children the fruit at the beginning of the session choose different children than those who were chosen to hold the vegetables on Monday.

At the end of the session ask the children "How do you feel when somebody shares something with you?" "How do they seem to feel if you share with them?"

Week 33 – Learning About Sharing

Thursday – I Can Share a Tricycle

There are many ways that things can be shared.

Take the children outside to the play yard for today's session and ask them to sit down in a row. Have the tricycle handy. Then ask for a volunteer to come and show how he rides the tricycle. When he has given a brief demonstration ask the other children, "Is there any way (Earl) could share the tricycle with someone else?" Allow for a brief discussion. If no one thinks of a way in which this could be done suggest to the children that he could give someone a "standing-up" ride on the back of the trike.

Then select a second child to ask (Earl) "Would you share the trike with me?" and/or "Would you give me a ride?" After he has been taken for a brief ride ask him to tell (Earl) how he feels and to thank him for the ride. Ask (Earl) to sit down with the other children. Then choose another child to ask the second child to share the trike with him.

Proceed in this manner until each child has given and received a ride on the tricycle. Be sure that each child who receives a ride tells the child who gave him the ride how he feels.

After everyone has had a turn ask the children, "Is this something we can do for each other from now on here at school?" "Can you think of other ways of sharing that can make others feel good?"

Week 33 – Learning About Sharing

Friday – I Can Tell How I Shared Something With a Friend

This week the children have been sharing with each other in the circle in many different ways. Since their awareness of this important function is heightened, to some degree they may have been more prone to share with others outside of the circle. Today's session provides them the opportunity to describe themselves as sharing (and caring) people, and to receive positive reinforcement for their increased consideration for others.

Begin the session by briefly reviewing in what ways we have been sharing with each other in the circle this week. Then tell the children that you shared something with someone recently and it wasn't in the circle. Tell about it, focusing mainly on how the person seemed to feel and how you felt. Then ask the children, "Who else shared something with a friend?"

As the children volunteer guide the discussion toward the feelings of the people who were involved.

If a child cannot think of a time when he shared that was outside of the circle ask him to tell about how he shared one of the days this week in the circle. As much as necessary help him remember what he did and to say it, such as, "I can share the tricycle. I gave (Maria) a ride." If you noticed that he shared something else with someone recently (outside of the circle) remind him of it.

As a summary ask the children "Are you a person who can share things with other people?" "Can you make other people feel good?"

Unit 6

SOCIAL INTERACTION

A Six Week Unit

Week 34 – **Learning About Respecting the Rights of Others**

Monday:	I Can Tell How I Feel When Someone Grabs What I'm Using
Tuesday:	I Can Tell How I Feel When Someone Disturbs Me
Wednesday:	I Can Tell How I Feel When Someone Tries to Make Me Do Something I Don't Want to Do
Thursday:	I Can Tell How I Feel When Someone Won't Let Me Cry
Friday:	I Can Tell How I Feel When Someone Won't Listen to Me

Unit 6

Week 34 – Learning About Respecting the Rights of Others

Monday – I Can Tell How I Feel When Someone Grabs What I'm Using

An important lesson for everyone is to learn when to leave someone else alone and not interfere with what they are doing. In this matter it is important to look at the *feelings* that are caused. By becoming aware of how they feel when they are interfered with, the children are one step closer to understanding how other people feel when infringed upon. The major focus in each session this week is for each child to tell how *he* feels when *his* territory is not respected. At the end of the session the summary question is directed at the children, "How do *you* make someone feel if *you* (grab what they are using)."

Begin the session by telling the children that you are going to tell them a little story and that you want them to listen very carefully. Then *in your own words* tell the following story:

"Alfredo is a boy who goes to a school that is a lot like our school. One day Alfredo was playing with one of the toy cars. He was having such a good time with it. He would make it go all around the floor and say 'Ahrunnnn-runnn-runn-Ahrunnnn!' as the car would speed along.

Now while Alfredo was playing with the car Janet heard his noise and began to watch. She thought that what Alfredo was doing looked like a lot of fun. So Janet ran over to Alfredo and grabbed the little toy car just as fast as she could. This made Alfredo feel very bad.

He jumped up and started to grab the car away from Janet. They were both pulling on the car and yelling at each other. Alfredo was so angry that he started to cry."

At the end of the story ask the children, "Have you ever felt like Alfredo did?" Allow each one to react to the story by telling about a time when he felt the same way. Some children may simply wish to comment briefly on the story. Help each one to describe his feelings.

Following a brief review of what each child said ask the children, "How would you make someone feel if you grabbed what they are using?"

Week 34 – Learning About Respecting the Rights of Others

Tuesday – I Can Tell How I Feel When Someone Disturbs Me

Begin the session today by telling the children that you have another story to tell them. Then *in your own words* tell them the following story:

Joyce is a girl who goes to school just like you do. One day at school Joyce was very busy doing something that she loves to do. She was painting a picture of a sun. Her sun was bright yellow and orange and had two big purple eyes. Just as Joyce was about to paint a nose and a great big red smile on her sun, Shirley came up to her and said, "You stop now. It's my turn to paint."

Joyce didn't like for Shirley to disturb her while she was painting so she just went on painting. She didn't even look at Shirley. Then Shirley started to yell "It's my turn now. It's my turn now." This made Joyce feel worse. It was hard for her to keep painting while Shirley was yelling so loudly at her. She wished that Shirley would go away.

Ask the children "Have you ever felt the way Joyce was feeling?" Allow the children to react, each in turn. Encourage them to tell about a time when someone disturbed them and how it made them feel.

Review briefly what each child said and then summarize by asking the children, "How would you make someone feel if you disturbed them while they were very busy doing something?"

Week 34 – Learning About Respecting the Rights of Others

Wednesday – I Can Tell How I Feel When Somebody Tries to Make Me Do Something I Don't Want to Do

Begin the session by telling the children that you have another story to tell them today and you would like for them to listen carefully. Then *in your own words* tell the following story:

Danny is a boy who likes to play by himself sometimes. One day Danny was in his back yard making mud pies. He had a big bucket full of leaves and mud that he had mixed with a big wooden spoon. His Mother gave him the spoon especially for his "beautiful mud pies." As Danny worked he sang a little song to himself. He was having a soft, happy feeling.

Just then Danny's big brother, Bill came looking for him. When he saw Danny he said "Hey Danny, come on. I want you to come play ball with me. I'll kick the ball and you'll go chase it. Come on."

"No. I don't want to." Danny told him.

Bill didn't care about what Danny wanted to do. He began to yell, "You better come and do it, Danny. Making mud pies is stupid! Come on and play ball. Come on! Right Now!"

Danny felt bad. Right then he wanted to make mud pies. He didn't want to run after the ball when Bill kicked it. Once again he told Bill, "No!", yelling and stomping his foot.

Then Bill grabbed Danny's arm and started pulling him out of the yard. He said "You're going to play ball with me, Danny. If you don't I'll beat you up!"

Danny began to cry and fight with Bill. He didn't like for someone to try to make him do something he didn't want to do.

Ask the children, "Have you ever felt the way Danny did?" Allow the children to react, speaking one at a time. Encourage them to tell about a time when someone tried to get them to do something they didn't want to do and how they felt when it happened.

Following a brief review, summarize by asking the children, "How do you make someone feel when you try to get them to do something they don't want to?"

Week 34 – Learning About Respecting the Rights of Others

Thursday – I Can Tell How I Feel When Someone Won't Let Me Cry

Begin the session by telling the children that you have another story to tell them and you would like for them to listen carefully. Then *in your own words,* tell the following story:

One day Ricardo and his sisters and brothers went to the park with their cousin, Gloria. She was their babysitter for the afternoon. Ricardo was very happy because he just loved to swing and slide and climb and run and the park was such a good place to do it.

As soon as they got to the park Ricardo was the first one out of the car. He just couldn't wait to slide down the big slide. He ran to slide and climbed up the ladder. He didn't notice that even though a lot of children were there no one was using the slide. He didn't notice the big puddle in the ground at the end of the slide, either.

"Wheeeeee!" squealed Ricardo as he slid quickly down the slide and then kerplash! *He landed right in all that dirty water! What a shock!*

Now as Ricardo went down the slide the children who were nearby saw him. They saw him land in the water too. They saw how surprised he was and they began to laugh. They pointed at him and they laughed and laughed and laughed.

Poor Ricardo felt so terrible. How awful to land in the water and get all wet when he wasn't expecting it. And how awful to have all those children laughing at him. He began to feel very hot all over. His eyes filled with tears and he couldn't think at all. He began to cry very, very hard.

Just then Gloria got there. She looked angry. She told Ricardo, "You stop that crying. Big boys don't cry. You stop it right now!" Ricardo needed to cry so it was hard to stop. Every time he sobbed Gloria said, "Don't cry. Don't be a baby." When Gloria wouldn't let him finish crying it made Ricardo feel worse than ever.

Ask the children, "Have you ever needed to cry like Ricardo did, and someone wouldn't let you?" Encourage them to comment on the story and to tell about a time when this happened to them. Help them to focus on how they felt when someone would not allow them to experience crying when they needed to do it. (Note that the concern here is with genuine crying, which is a beneficial physical discharge and promotes healing, not whining, which is generally not productive.)

Review briefly what each child said and then summarize by asking the children, "How would you make someone feel if they were crying and you told them to stop or called them a baby?"

Week 34 – Learning About Respecting the Rights of Others

Friday – I Can Tell How I Feel When Someone Won't Listen to Me

Begin the session by telling the children that you have another story to tell them and you would like for them to listen carefully. Then *in your own words* tell the following story:

Kim is a girl who likes to make friends and to play with other children. She goes to a school like our school. One day at school Kim was looking out of the window with George and Timmy. Then Timmy began to talk to George about his dog.

"I have a dog," said Kim, "She's really funny!"

George and Timmy looked at Kim but didn't say anything to her. They just kept on talking about Timmy's dog.

"Her name is Snuzzles," Kim went on, but the boys didn't even look at her this time.

"She just had ten puppies" Kim continued, but instead of asking her about the puppies Timmy said, "Come on George, let's go outside and play."

Timmy and George walked away from Kim. She felt bad because they did not want to listen to what she was saying.

Ask the children, "Have you ever felt the way Kim felt when they didn't listen to her?" Allow each child to comment on the story or to tell about a time when they had something to say and someone wouldn't listen. Help them to focus on the feelings they experienced.

After each child has had a chance to speak, review briefly what each one said and summarize by asking the children, "If someone is talking to you and you don't listen to them how will it probably make them feel?"

Unit 6

SOCIAL INTERACTION

A Six Week Unit

Week 35 – Learning to Offer Kind Behavior

Monday through Friday – I Can Offer to Do Something for You

This week the children will select a *different child each day* and ask him, "What could I do for you?"

By experiencing this kind of interaction each day this week with a different person, the children will begin to understand how we all have needs and that we can all help each other meet them. Point out to the children that instead of guessing there is a better way to find out what you could do for someone, and that is to ask him.

Begin each session by talking about how we all need attention from each other. We need to know that our friends will do things for us because they like us and they want to make us feel good. It's an especially good feeling when they ask us, "What could I do for you?" and then they do what we ask for. Tell the children that today each of them will get the chance to ask this question to someone they select in the group.

At this point each day discuss with the children the kinds of things they might want. Perhaps it might be knowing that someone will play ball with them, read a book with them, go over to their house, etc. They might want to use chalk and draw a picture on the chalkboard, or tell them, "You are a good friend."

When the children have the idea take your turn. Choose a child who you are sure understands and is likely to respond. Ask him what you could do for him. If the request is possible and agreeable do it right then if it is something that only takes a moment, if not commit yourself to do it later and say when you will do it. Be sure to keep the commitment.

Then ask, "Who else would like to choose someone and ask them what they could do for them?" Since this is a rather complicated procedure, at first guide each child carefully as he takes his turn through the steps of naming the person, asking the question and responding appropriately to the request. As they do the activity each day the children will become more familiar with these steps. When a child has had his request met or has a commitment that it will be met ask him how he feels.

When children do not ask for things that are possible, and agreeable, discuss the problem with them and ask the child to think of something that the child who is offering the kind behavior could do and would like to do.

If a child who has been chosen can't think of anything to ask for make a suggestion based on what you know about his needs. Be sure, however, to give him plenty of

time to think of something on his own. Point out to the children that we will be "playing this game" all the days of this week so they will have lots of chances to ask for things.

As the children take their turns ask them to choose someone who has not been chosen yet. Let them know that you are ready to be chosen too. If only a few children want to take their turns this is to be expected. The children who are not doing it are listening and learning. In time they will be ready.

After everyone who wants to take their turn has had the opportunity, briefly review what the children requested and who complied. Review the feelings that were reported.

At the close of *each* session ask the children *one* of the five following summary questions:

"If you want to do something for somebody to make them feel good how could you find out what to do?"

"How does it make you feel when someone does what you ask them to do?"

"How does it make someone feel when you do what they ask you to do?"

"What is a good way to show someone that you like them?"

"If someone asks for something and you can't do it right then, what could you do?"

After each session gently remind the children who made commitments to other children to keep their promise if it seems necessary. At the beginning of the next session allow for a brief period of reviewing how commitments were kept. Ask the children to whom promises were made and kept how it made them feel.

Unit 6

SOCIAL INTERACTION

A Six Week Unit

Week 36 – Learning to Ask for Kind Behavior

Monday through Friday – I Can Ask You to Do Something for Me

The activities of this week differ from those of last week in that the children will be asking someone for kind behavior *without first having it offered to them.* This week they will be gaining experience at a somewhat more difficult kind of social interaction for many children. Each day this week they will select *a different child* in the group and simply ask him, "Will you _____ _____ _____ for me?"

Discuss with the children how much we've been learning about how we all have needs and how good it feels for someone to do something to help us and make us feel good. Sometimes we want or need something from someone but they don't know it. It is nice if they offer to do something for us but what if they don't! What we should do then is just ask them for what we want.

Each day briefly discuss the kinds of things we need and want from each other . . . to eat together, to hold hands, to play with each other, to find out what someone likes about us, and so on.

Then take your turn, saying, "I'm going to go first. I'm going to pick someone and then ask them to do something for me – something I know they can do and something that they will probably want to do." Then proceed to ask for something that the child could do right then. After the child has complied tell the group how you feel and ask him how he feels, too. If it was a little scary, say so.

As the children volunteer give minimal guidance through the steps of choosing someone and asking for something. Suggest that they decide what they are going to ask for before they volunteer. If a request is not possible or agreeable to the child who has been asked, point this out to the child who made it and discuss it briefly. Ask him to think of something else.

If a child is unresponsive it may be because he doesn't understand the request. Help him to understand what the child wants and how he might proceed to do it. If this doesn't work ask the first child to choose someone else. But reassure the child who was unable to comply that he is okay and he will have another chance to do something for someone, because we are going to do this each day this week.

When a child asks another for something that cannot be done for him right then, guide the child to whom the request was made to say if he will do it or not and to tell when he will do it.

After a child has taken his turn ask him how he felt when he was asking for what he wanted and how he feels now. Ask the child who met the request how he feels too.

As the children select each other to ask for something, encourage them to choose someone who has not yet been chosen. Let them know that you may be chosen too.

When every child who wants to take his turn has done so briefly review who asked for what and who met the request. Review also the feelings that were reported.

As the children participate in the activities of the thirty fifth and thirty sixth weeks, they gradually begin to see the satisfaction people seem to feel when they do something for someone else. They begin to feel it in themselves too. Through experience they come to know that we all like to have someone do something for us. It feels good when we receive from others and when we give too.

At the close of *each* session ask the children *one* of the five following summary questions:

"If someone does not say 'What could I do for you' and you really want something what could you do?"

"Is it sometimes hard to ask for something?"

"How do you feel when someone does something for you that you ask him to do?"

"How does someone feel when you do something for him that he asked for?"

"If someone asks for something and you can't do it right then what could you do?"

After each session remind the children who made commitments to keep their promises. As each session begins briefly review how the commitments were kept. Ask the children to whom promises were made and kept how it made them feel.